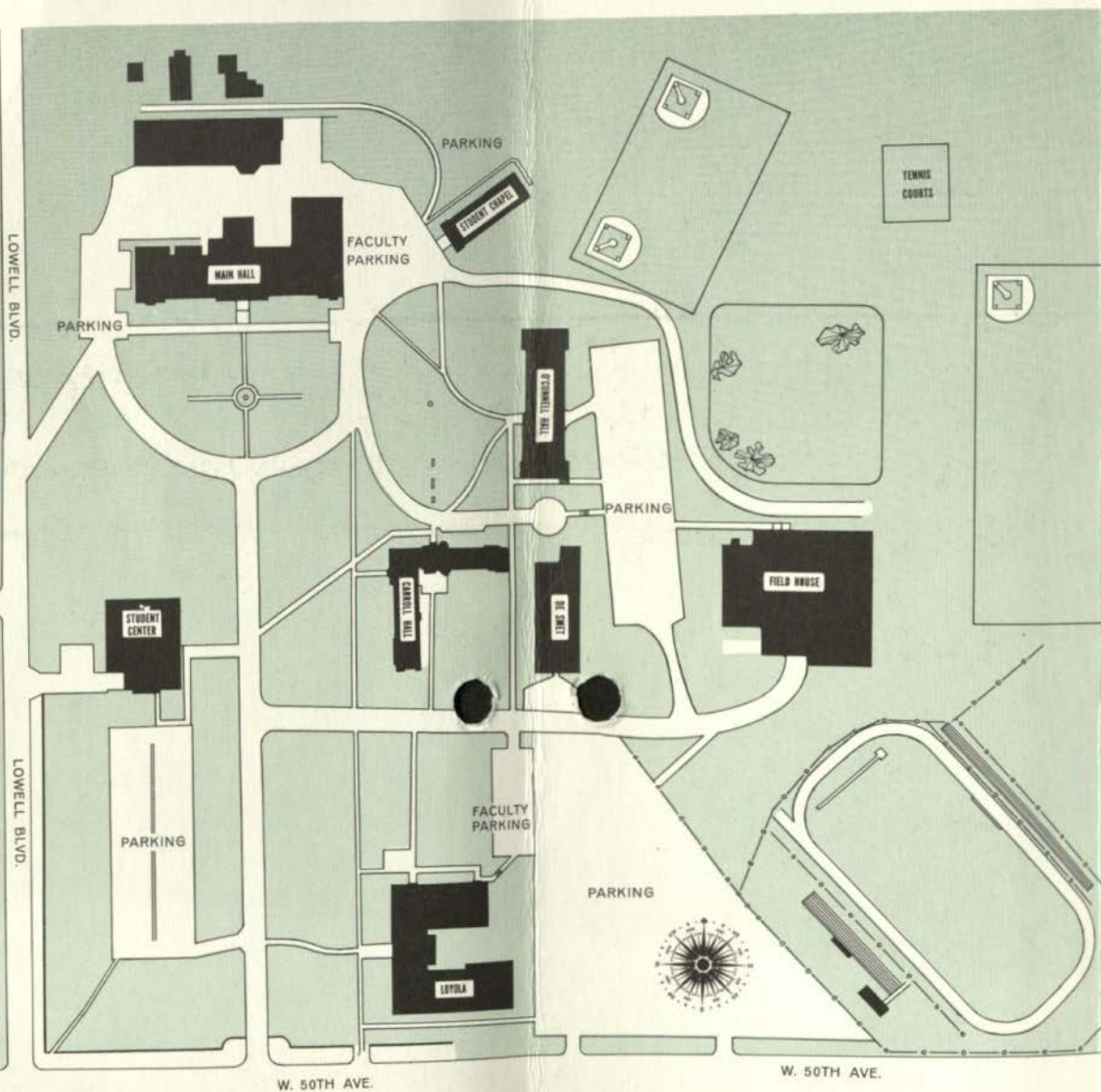


Regis College Catalog
1962-63

Denver 21, Colorado

1962-63

75th YEAR



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COLLEGE CALENDAR

FIRST SEMESTER
1962-63

September 6, Thursday	Freshmen Arrive P.M.
September 7, Friday	Testing Program A.M. Regis Women's Club Tea P.M.
September 8, Saturday	Testing Program A.M. Faculty and Parents Convocation, President's Reception P.M.
September 9, Sunday	
Sept. 10-14, Mon.-Fri.	Freshman Orientation
September 12, Wednesday	Arrival of Upperclassmen
September 13, Thursday	Upper Class Registration
September 14, Friday	Upper Class Registration
September 15, Saturday	Freshman Registration
September 16, Sunday	
September 17, Monday	Day and Evening Classes Begin
September 21, Friday	Last Day for Delayed Registration and Course Changes
October 3, Wednesday	Fall Honors Convocation. Mass of the Holy Spirit
November 1, Thursday	Feast of All Saints. Holiday
Nov. 12-16, Mon.-Fri.	Mid-semester Examinations
November 20, Tuesday	Thanksgiving Recess Begins After Last Class
November 26, Monday	Classes Resume at 9:15 A.M.
Dec. 3-7, Mon.-Fri.	Senior Comprehensive Examinations
December 19, Wednesday	Christmas Vacation Begins After Last Class



1963

January 3, Thursday	Classes Resume at 9:15 A.M.
Jan. 21-25, Mon.-Fri.	Semester Examinations
January 25, Friday	Fall Semester Ends
Jan. 28-30, Mon.-Wed.	Annual Student Retreat
Jan. 29-31, Tues.-Thurs.	Registration for Evening Classes
Jan. 31-Feb. 1, Thurs.-Fri.	Registration for Day Classes
February 4, Monday	Second Semester Day and Evening Classes Begin
February 8, Friday	Last Day for Delayed Registration and Course Changes
March 6, Wednesday	Spring Honors Convocation
March 18-22, Mon.-Fri.	Mid-semester Examinations
April 9, Tuesday	Easter Recess Begins after Last Class
April 17, Wednesday	Classes Resume at 9:15 A.M.
May 6-10, Mon.-Fri.	Senior Comprehensive Examinations
May 23-28, Thurs.-Tues.	Semester Examinations
May 30, Thursday	Memorial Day. Holiday
May 31, Friday	End of Second Semester
June 2, Sunday	Baccalaureate
June 3, Monday	Commencement

**SECOND SEMESTER
1962-63**

GOVERNMENT OF THE COLLEGE

ADMINISTRATION

Very Rev. Richard F. Ryan, S.J., Chairman

Rev. Thomas J. Sheehy, S.J., Secretary

BOARD OF TRUSTEES

Rev. James R. Eatough, S.J.

Rev. Harry E. Hoewischer, S.J.

Rev. Harry R. Klocker, S.J.

PRESIDENT

Very Rev. Richard F. Ryan, S.J., A.M., S.T.L.

OFFICERS OF ADMINISTRATION

Martin C. Kelly *Assistant to President*

Rev. Harry E. Hoewischer, S.J. *Dean of the College*

Rev. Bernard Karst, S.J. *Dean of Students*

Eugene Donohoue *Director of Business and Finance*

OTHER ADMINISTRATORS

John V. Coyne *Assistant Dean*

Rev. John J. Gibbons, S.J. *Registrar*

Earl Tannenbaum *Librarian*

Rev. Bernard Murray, S.J. *Chaplain*

Rev. William F. Houser, S.J. *Treasurer*

Edward D. Stokes *Director of Evening Division
Manager, Campus Shop*

John A. Flanagan *Director of Placement*

Joe B. Hall *Director of Athletics*

Philip E. Gauthier *Director of Public Information*

Michael McLaughlin *Director of Public Relations
Special Events Director*

George F. Haberkorn
..... *Superintendent of Buildings and Maintenance*

Brother August Knoll, S.J. *Superintendent of Grounds*

The President's Council of Regis College is an advisory board of laymen, appointed by the president, to (1) Give its members an exact knowledge of the operation of the college; (2) Serve to counsel and to advise the staff of the college; (3) Make the purposes and work of the college better known to the community; (4) Interpret to the college the needs and views of the community.

PRESIDENT'S COUNCIL

Council members are:

Max Brooks, President, Central Bank and Trust Co., Denver.

Emmett Dignan, President, Colorado Business Development Corp., Denver.

George Kolowich, President, Denver-Chicago Trucking Co., Denver.

Frank B. McGlone, M.D., Physician, Denver.

Stephen L. R. McNichols, Governor, State of Colorado.

J. Kernan Weckbaugh, Chairman of the Board, First National Bank of Englewood, Colorado.

FACULTY

RICHARD F. RYAN, S.J., A.B., M.A., Ph.L., S.T.L.

President

A.B., University of Wisconsin; M.A., Ph.L., S.T.L., Saint Louis University. President Regis College, 1953- .

HARRY E. HOEWISCHER, S.J., A.B., M.A., Ph.L., S.T.B.

Dean

A.B., M.A., Ph.L., S.T.B., Saint Louis University; Dean of Students, 1959-60; Instructor in Education, 1959- ; Dean of the College, 1960- .

JOHN V. COYNE, A.B., M.B.A.

Assistant Academic Dean

Professor of Business Administration

A.B., University of Notre Dame; M.B.A., Stanford University. Instructor in Business Administration, 1946-49; Assistant Professor, 1949-52; Associate Professor, 1952-58; Professor Business Administration, 1959- .

✓ BERNARD S. KARST, S.J., A.B., M.A., Ph.L., S.T.L.

Dean of Students

A.B., M.A., Saint Louis University. Principal, Regis High School, 1934-1944; Lecturer in Education, Regis College, 1944-51; Assistant Professor of Education, 1951-60; Dean of Students, 1961-.

✓ JOHN J. GIBBONS, S.J., A.B., M.A., Ph.L., S.T.L.

Registrar

A.B., M.A., Gonzaga University. Instructor in Philosophy, 1931-32; Assistant Professor, 1939-42; Registrar, 1950-.

✓ EDWARD D. STOKES, A.B., M.S.

Director of Evening Division

A.B., University of Colorado; M.S., Catholic University. Director of Evening Division, 1960-.

✓ PRESLEY F. ASKEW, B.S., M.A.

Instructor in Physical Education

B.S., New Mexico State University, 1959; M.A., Idaho State University, 1960. Instructor in Physical Education, 1961-.

✓ REGINALD F. BAIN, A.B., M.A.

Instructor in Speech

A.B., University of Notre Dame, 1957; M.A., University of Arizona. Instructor in Speech, 1961-.

✓ GEORGE ERIC BECHTOLT, A.B., M.A.

Associate Professor of Modern Languages

A.B., Wittenberg College; M.A., Ohio State University. Instructor in Spanish, German, and Economics, 1945-51; Assistant Professor of Modern Languages, 1951-59; Associate Professor of Modern Languages, 1960-.

✓ JAMES E. BELTON, B.S., M.A.

Assistant Professor of English

B.S., M.A., University of Illinois. Assistant Professor of English, 1957-59; 1962-.

✓ LOUIS A. BLOOMER, S.J., A.B., M.A.

Professor of English

A.B., M.A., Saint Louis University; M.A., Creighton University. Associate Professor of English, 1943-54; Professor of English, 1955-.

✓ RICHARD F. BOCKLAGE, S.J., A.B., M.A.

Instructor in English

A.B., A.M., Loyola University, Chicago. Instructor in English, 1957-.

CHRISTIAN L. BONNET, S.J., A.B., M.A., Ph.L., S.T.L.

Associate Professor of Philosophy

A.B., Saint Mary's College, Kansas; M.A., S.T.L., Saint Louis University; Ph.L., Gregorian University, Rome; Regis College Summer, 1946; Assistant Professor in Philosophy, 1947-50; Associate Professor of Philosophy, 1951-.

ROBERT R. BOYLE, S.J., A.B., M.A., Ph.L., S.T.L., Ph.D.

Associate Professor of English

A.B., University of Illinois; M.A., Saint Louis University; Ph.D., Yale University. Instructor in English, 1955-57; Assistant Professor of English, 1958-60; Associate Professor of English, 1961-.

THOMAS J. CASEY, S.J., A.B., M.A., Ph.L., S.T.L.

Instructor in Sociology

A.B., M.A., Saint Louis University. Instructor in Sociology, 1960-.

FREDERICK T. DALY, S.J., B.S., M.S.

Associate Professor of Mathematics

B.S., M.S., Saint Louis University. Assistant Professor of Mathematics, 1953-56; Associate Professor, 1957-.

MYLES J. DOLAN, B.S., CPA

Instructor in Accounting

B.S., University of Denver; CPA. Instructor in Accounting, 1957-.

JOSEPH V. DOWNEY, S.J., A.B., M.A., Ph.L., M.S., S.T.L.

Associate Professor of Physics

A.B., Xavier University; M.A., M.S., Saint Louis University; S.T.L., St. Mary's College. Instructor in Physics, 1942-51; Assistant Professor, 1951-55; Associate Professor, 1956-.

ALVIN M. EARLE, B.S., M.S.

Instructor in Biology

B.S., Loyola University, Chicago; M.S., University of Colorado. Instructor in Biology, 1960-.

HUGH M. EDGAR, B.S., M.S.

Assistant Professor of Mathematics

B.S., M.S., University of Alberta. Instructor in Mathematics, 1961-.

MICHAEL E. ENDRES, A.B., M.A.

Instructor in Sociology

A.B., Aquinas College; M.A., University of Notre Dame. Instructor in Sociology, 1958-.

✓ THOMAS F. FINUCANE, S.J., B.S., M.S.

Instructor in Accounting

B.S., University of Notre Dame; M.S., Saint Louis University.

Instructor in Accounting, 1959- .

JOHN A. FLANAGAN, B.S., M.A.

Assistant Professor of Psychology

B.S., Regis College; M.A. University of Colorado. Instructor in

Psychology 1953-56; Assistant Professor, 1957- .

LOUIS GACHIC, B.S., M.S.

Assistant Professor of Chemistry

B.S., M.S., University of Denver. Instructor in Chemistry, 1956-

58; Assistant Professor, 1959- .

✓ JOHN L. GRIBBEN, A.B.

Instructor in English

A.B., Regis College; Instructor in English, 1961- .

Assistant Professor of Physical Education

JOSEPH B. HALL, A.B.

Assistant Professor of Physical Education.

A.B., University of Kentucky. Instructor in Physical Education,

1958; Assistant Professor, 1959- .

✓ WALTER F. HARRIS, S.J., A.B., M.A.

Assistant Professor of Theology

A.B., Saint Mary's College, California; M.A., Saint Louis

University. Instructor in Theology, 1954-60; Assistant Pro-

fessor, 1961- .

✓ HENRY P. HECKEN, S.J., A.B., M.A.

Professor of Physics

A.B., Gaesdonck College; M.A., Saint Louis University. Pro-

fessor of Physics, 1931- .

✓ HARRY R. KLOCKER, S.J., A.B., M.A., Ph.L., S.T.L., Ph.D.

Assistant Professor of Philosophy

A.B., M.A., Ph.L., S.T.L., Saint Louis University; Ph.D., Gre-

gorian University, Rome. Instructor in Philosophy, 1955-57;

Assistant Professor, 1958- .

WILLIAM S. LEVINGS, E.M., M.S., D.Sc.

Professor of Geology

E.M., M.S., D.Sc., Colorado School of Mines. Professor of Geol-

ogy, 1957- .

MATTHEW R. LYNCH, S.J., A.B., M.A., Ph.L., S.T.L.

Instructor in Classical Languages

A.B., M.A., Ph.L., S.T.L., Saint Louis University. Instructor in Classical Languages, 1958- .

EDWARD L. MAGINNIS, S.J., A.B., M.A., Ph.L., S.T.L., S.T.D.

Assistant Professor of Theology

A.B., M.A., Ph.L., S.T.L., Saint Louis University; S.T.D., Institute De Catholique de Paris. Instructor in Theology, 1958-60; Assistant Professor, 1961- .

FRANCIS J. MALECEK, S.J., A.B., M.A., Ph.L., S.T.L.

Assistant Professor of Philosophy

A.B., M.A., Ph.L., S.T.L., Saint Louis University. Assistant Professor of Philosophy, 1952- .

HOWARD E. MARSHALL, B.S.

Instructor in Physical Education

B.S., Regis College. Instructor in Physical Education, 1961- .

WILLIAM T. MILLER, S.J., A.B., Ph.L., S.T.L., Ph.D.

Instructor in Chemistry

A.B., B.S., Ph.L., S.T.L., Saint Louis University; Ph.D., University of California. Instructor in Chemistry, 1961- .

ROBERT J. MURPHY, S.J., A.B., M.A.

Instructor in Economics

A.B., M.A., Saint Louis University. Instructor in Economics, 1961- .

FRANCIS J. OZOG, B.S., Ph.D.

Associate Professor of Chemistry

B.S., University of Detroit; Ph.D., Northwestern University. Instructor in Chemistry, 1950-53; Assistant Professor, 1954-56; Associate Professor 1957- .

KATHRYN B. PICHETTE, B.S., M.A.

Instructor in English

B.S., Massachusetts State College; M.A., Texas Western College. Instructor in English, 1961- .

LUCIEN O. PICHETTE, Ph.B., M.A.

Instructor in Modern Languages

Ph.B., Province College; M.A., Texas Western College. Instructor in Modern Languages, 1960- .

KENNETH C. SEIDENSTRICKER, B.S., M.A.

Instructor in Economics

B.S., M.A., Marquette University. Instructor in Economics, 1960-.

BERNARD W. SHEEHAN, B.S., M.A.

Instructor in History

B.S., Fordham University; M.A. University of Michigan. Instructor in History, 1958-.

THOMAS F. SINGLETON, S.J., B.S.

Assistant Professor of Mathematics

B.S., Saint Louis University. Instructor in Mathematics, 1946-54; Assistant Professor, 1955-.

RUDY W. SPORCICH, A.B., M.A.

Assistant Professor of Business Administration

A.B., M.A., Western State College; M.A., Columbia University. Instructor in Accounting, 1957-58; Assistant Professor, 1959-.

HAROLD L. STANSELL, S.J., A.B., M.A., Ph.D.

Associate Professor of History

A.B., M.A., Ph.D., Saint Louis University. Instructor in History, 1946-50; Assistant Professor, 1951-53; Associate Professor, 1954-.

GLEN O. STOCKING, B.M.E., M.A., Ed.D.

Instructor in Education

B.M.E., M.A., University of Denver; Ed.D., Colorado State College. Instructor in Education, 1957-61; Assistant Professor, 1962-.

MOST REV. BERNARD J. SULLIVAN, S.J., M.A., LL.D., D.D.

Professor Emeritus of Theology

A.B., M.A., Saint Louis University; LL.D., Regis College; D.D., former Bishop of Patna, India. Instructor in English, Regis College, 1914-19; Professor of Theology, 1952-60; Professor Emeritus, 1961-.

EARL TANNENBAUM, A.B., M.A., M.A. in L.Sc.

Head Librarian, Assistant Professor

A.B., University of Wisconsin; M.A. University of Chicago; M.A. in L.Sc., Indiana University. Head Librarian, 1961-.

ELMER J. TRAME, S.J., A.B., M.A., Ph.D.

Professor of Biology

A.B., M.A., Ph.D., Saint Louis University. Associate Professor of Biology, 1937-49; Professor, 1950-.

ROBERT J. WHITAKER, B.S., M.S.

Instructor in Physics

B.S., Creighton University; M.S., Saint Louis University. Instructor in Physics, 1961-.

EDWARD H. WINTERGALEN, S.J., A.B., M.A., S.T.L.

Associate Professor of Economics

A.B., A.M., M.S., S.T.L., Saint Louis University. Instructor in Economics 1942-45; Assistant Professor, 1946-56; Associate Professor, 1956-.

Admissions and Degrees — Mr. Coyne, Chairman; Father Gibbons, Secy; Father Malecek; Mr. Pichette.

Athletics — Father Klocker, Chairman; Father Bocklage, Secy.; Mr. Dolan; Mr. Gachic; Mr. Galligan (alumnus).

Educational Policies — Father Hoewischer, Chairman; Father Boyle, Secy.; Father Daly, Father Klocker, Father Stansell, Mr. Coyne.

Library — Mr. Tannenbaum, Chairman; Mr. Bechtolt, Secy.; Father Lynch, Father Singleton, Mr. Sheehan.

Publications — Father Maginnis, Chairman; Mr. Gribben, Secy.; Father Bocklage, Mr. Gauthier.

Rank and Tenure — Dr. Ozog, Chairman; Father Bonnet, Secy.; Father Maginnis, Father Miller, Dr. Levings.

Research — Father Downey, Chairman; Father Miller, Mr. Whitaker.

Student Life — Father Karst, Chairman; Mr. Stocking, Secy.; Father Daly, Mr. Seidenstricker, Father Stansell.

Student Aid and Scholarships — Mr. Donohoue, Chairman; Father Hoewischer, Secy.; Father Casey, Mr. Bechtolt, Father Gibbons.

Student Counselling — Mr. Stocking, Chairman; Mr. Coyne, Secy.; Father Harris, Father Hoewischer, Mr. Flanagan.

Student Health — Father Trame, Chairman; Mrs. Davies, Secy.; Father Finucane, Brother Renk.

**FACULTY
COMMITTEES
REGIS COLLEGE**



**DIVISION OF
COMMERCE AND
FINANCE**

John V. Coyne, *Head*

Accounting, Myles J. Dolan, *Acting Department Chairman*

Business Administration, Rudy Sporcich, *Department Chairman*

Economics, Kenneth Seidenstricker, *Department Chairman*

**DIVISION OF THE
HUMANITIES**

Robert R. Boyle, S.J., *Head*

Classical Languages and Literature, Matthew R. Lynch, S.J.,

Department Chairman

English Language and Literature, Robert R. Boyle, S.J.,

Department Chairman

Modern Language and Literature, Lucien Pichette,

Department Chairman

**DIVISION OF
NATURAL SCIENCE
AND MATHEMATICS**

Frederick T. Daly, S.J., *Head*

Biology, Elmer J. Trame, S.J., *Department Chairman*

Chemistry, Francis J. Ozog, *Department Chairman*

Mathematics, Frederick T. Daly, S.J., *Department Chairman*

Physics, Joseph V. Downey, S.J., *Department Chairman*

**DIVISION OF
SOCIAL SCIENCES**

Harold L. Stansell, S.J., *Head*

Education and Psychology, Glen O. Stocking, *Department Chairman*

History, Harold L. Stansell, S.J., *Department Chairman*

Sociology, Michael E. Endres, *Acting Department Chairman*

**DIVISION OF
PHILOSOPHY AND
THEOLOGY**

Harry R. Klocker, S.J., *Head*

Philosophy, Harry R. Klocker, S.J., *Department Chairman*

Theology, Edward L. Maginnis, S.J., *Department Chairman*

The Regis College Development Program, as presently constituted, was started in 1957. Impetus for the Program came as a result of a dramatic increase in enrollment in the years immediately preceding 1957. The college moved to meet the challenge by establishing a Development Office and embarking on an intensive Development Program.

DEVELOPMENT PROGRAM HISTORY

"Steady Progress Toward a Greater Regis Through Voluntary Annual Giving."

THEME

The Development Program is aimed at meeting the needs of the college in four major areas.

OBJECTIVES

Teaching Faculty. Promoting the additional inducement for distinguished teaching through raising faculty salaries generally.

Student Financial Aid. Increasing the number of scholarships and grants-in-aid so that worthy students of limited means are not denied the opportunity for a college education by increasing tuition costs.

Instructional Aids. Expanding and diversifying the library collection, acquiring new visual teaching aids, modernizing laboratory equipment and enriching the fine arts program.

Buildings. Developing campus capital improvements in order to provide more complete facilities, in a more effective atmosphere, for more students.

The Development Program is designed to meet its objectives through encouraging the following types of voluntary giving:

METHODS

Regular Annual Gifts for operations.

Periodic Capital Gifts for major capital additions.

Bequests for endowment fund, capital and operating purposes.

Below is a broad general form presented primarily as a guide; your attorney will wish to have this form which correctly sets the legal name of the College and he should be consulted, in any event, to draft the final, exact form that will best serve your purpose.

GIFT BY BEQUEST

I hereby give, devise, and bequeath to Regis College, a Colorado Corporation, located at Denver, Colorado the sum of \$_____ (or the following described property) to be used in furthering the objects and purposes of the College.

All the rest, residue, and remainder of my estate, both real and personal, I give, devise, and bequeath to Regis College, a Colorado Corporation, to be used in furthering the objects and purposes of Regis College.

GIFT BY RESIDUAL CLAUSE

THE COLLEGE

HISTORY

The College can trace its physical origins to the tiny village of Las Vegas in the New Mexico Territory, but its historical, philosophical and cultural roots span four centuries and are imbedded in the educational renaissance which swept Europe in the Sixteenth Century.

The College has been moved twice. Enrollment has climbed steadily from the original handful of students to the present size in excess of 1000 students. Physically, it has developed from its initial location in a private residence to a modern, landscaped campus with a \$5 million value and extensive plans for considerable expansion in the immediate future. The academic structure has also undergone pronounced but primarily incidental changes. Originally, the "college" consisted of elements of primary and secondary instruction as well as the basic collegiate curriculum. The high school was separated from the college in the early years of this century, but the college still rests, as it did in the earliest years, on a broad, hard core of liberal arts studies for all students no matter what their field of concentration in their final years of collegiate study.

THE EARLY YEARS

The success enjoyed by the college today was only a dream, and often a rather forlorn one, in the minds of the early Jesuits who arrived in New Mexico in the 1860s.

These Jesuits were members of the Society of Jesus which was founded in Europe in the middle of the 16th Century. With teaching as one of its principal functions, the Order had immediately begun to forge what has since become one of the world's truly impressive records in the field of higher education. Colleges and universities sprang up under Jesuit direction in many countries, while other Jesuits became noted for achievements in many fields, including the exploration and mapping of the continental United States. Such men as Fathers Marquette, Joliet and Isaac Jogues give abundant testimony to the accuracy of historian George Bancroft's statement that "Not a cape was rounded, not a river discovered without a Jesuit having shown the way." In this region, Father Peter DeSmet trekked thousands of miles across the plains and high country in his missionary work with the Indians of the area prior to the Civil War.

And, while these men charted the wilderness, their comrades were beginning the foundations of what has developed into a

formidable educational system in the United States. The first Jesuit college was founded in America in 1789 as Georgetown University in Washington, D.C. Today, there are 28 Jesuit colleges and universities in this country alone.

In view of this willingness to penetrate new frontiers, and the parallel dedication to teaching, it is not surprising that a tiny band of Jesuit priest-teachers had worked its way across the nation to the New Mexico area, and even less surprising that they attempted there to begin a college.

Their presence in the area can be traced directly to the Mexican War which resulted in the transfer of the Spanish Southwest from the civil control of Mexico to the U.S. (with a corresponding transfer of ecclesiastical jurisdiction) and to Garibaldi's exile of members of the Jesuit Province in Naples, Italy, in 1860.

These dispossessed Neapolitan Jesuits were looking for a foreign mission. The vast reaches of the Southwest presented them with a perfect challenge and, after a journey of some 7300 miles, they arrived in Glorietta, New Mexico, on August 14, 1867.

Abortive attempts to found schools in Albuquerque were made in 1870 and 1873 but died quickly. However, on the strength of a warm invitation from the citizens themselves, the Jesuits tried again, this time in Las Vegas. Classes in the Las Vegas College opened in the residence of Don Francisco Lopez in November of 1877 and the new college building was completed and occupied a year later.

By the time Father Dominic Pantanella was appointed president five years later, however, it had become apparent that the college would either have to move or be dissolved. Small enrollments plagued its administrators with financial worries and prevented development of a complete curriculum, while relations with the ecclesiastical authorities also added friction at times.

But the combined talents of two men — Father Pantanella and Bishop Joseph Machebeuf of the Diocese of Denver to the north — helped to relocate the college.

Father Pantanella was one of those rare individuals who combined the capacity for action with the contemplation and caution of a scholar, while Bishop Machebeuf was willing to go to almost any length to secure a Jesuit school for his developing diocese.

A hurried trip to Rome, plus some assistance by the Bishop of Denver, convinced Father Pantanella's superiors that the future of the Las Vegas college lay not in New Mexico but in Colorado.

The scholarly Jesuit was not prepared for the un-Episcopal haste of his new educational collaborator. When Father Pantanella returned from Rome in 1884 he discovered that Bishop Machebeuf had purchased property and a former hotel in Morrison, some 20

miles west of Denver, and was prepared to turn it over to the Jesuits as a site for their college.

What is more, he was also anxious to have the college begin operation that very Fall and not, as Father Pantanella had anticipated, at some future date. But the Jesuit was equal to the deadline and challenge and, with the Las Vegas institution still operating, opened the College of the Sacred Heart at Morrison in September of 1884 with a grand enrollment of two students on the first day.

Even Morrison did not offer the potential for growth that Father Pantanella felt was necessary. Located at the base of the Rocky Mountain foothills, it was relatively remote from Denver across poor roads, did not offer a ready source of students, and presented innumerable administrative and logistical problems. The gifted educator quickly realized that success, if it was ever to come, would have to be realized somewhere else. He was considering moving the college to either Colorado Springs or Pueblo when the Bishop learned of his plans and insisted he move it to Denver.

With a gift of 40 acres from an English land company as a site for the struggling college, Father Pantanella agreed. The cornerstone was laid in 1887 and the first classes convened in September of the following year. The new College of the Sacred Heart combined both the Las Vegas and Morrison schools which had been closed and their instructors brought to Denver along with what students remained. The Colorado legislature empowered the college to grant degrees in 1889 and the first graduation exercises of the combined schools was celebrated in June of 1890.

Ironically, but at his own request, Father Pantanella never served as president of the new school, preferring to devote himself to other tasks to insure the success of the school he had worked so hard to establish.

THE MIDDLE YEARS

All of this had been accomplished by the Neapolitan Jesuits of the New Mexico - Colorado Mission. In August, 1910, this mission era of the college's administration came to an end and the school was placed under the jurisdiction of the Missouri Province of the Society of Jesus where it remains today.

There were few physical changes, fewer academic changes, and a slow but steady development in the size of the student enrollment during the first decades as the college consolidated its new-found capacity to weather such strains as the financial panic of the early 1890s and the drain on enrollments of World War I.



The collegiate and high school programs, which once formed a continuous progression through seven years of study patterned along the traditional trivium and quadrivium plans, gradually were separated. By 1921, when the name was changed to Regis College honoring a Jesuit saint noted as the Apostle of the High Mountains in France, the two were distinct units although they occupied the same physical facilities.

This name change was made despite the objections of Father Pantanella who was nearly 90 at the time. "People know the College of the Sacred Heart and they will know no other," he declared. A year later he was mourned by the college he had built, no matter what the name.

This decade of 1920 was a key one. The college and high school were separated both academically and administratively. Carroll Hall became the first major addition to the school's physical plant, and was to be the first in an elaborate framework of expansion designed to bring the school university status.

But, burdened by this debt, the college was not prepared for the nearly fatal blow dealt the institution by the Depression. Enrollments fell off drastically, and only a timely bequest and strict management kept the doors open. The College also reeled under the impact of World War II since Regis, from the earliest days, had been an all-male college and the war reduced enrollments practically to zero. Returning servicemen started enrollments moving back up in 1946 in a climb which has not yet leveled off.

The past decade has been one of remarkable growth. The total assets of the college increased nearly 300 percent to almost \$5 million; four major capital structures were completed and went into operation; enrollment jumped 90 percent.

THE MODERN REGIS

The decade ended as it began — on a note of change. The academic year 1960-61 was given over to a detailed self-analysis of the college, its strengths and its weaknesses; as it began to move into what are generally regarded as critical years for every institution of higher learning.

From this study emerged a candid definition of the college as it is, has been, and proposes to become.

PURPOSE AND SCOPE

The basic goal of Regis College is leadership in Christian humanistic studies. The mission of the college, therefore, is to provide this type of educational opportunity for young men who have the capacity and desire to benefit a modern society which needs leaders trained in this intellectual and moral tradition.

They may be described as "gifted generalists," men whose background and training enable them to deal with the highly specialized problems of our society. Their mental scope and perspective permits them to range outside their specialties to operate on a more encompassing level. They have specialized but are not trapped within the boundaries of their special field.

To this goal of broad intellectual accomplishment Regis adds moral maturity so that Regis graduates can exemplify "The true Christian product of Christian education, the supernatural man who thinks, judges and acts, constantly and consistently in accordance with right reason, illuminated by the supernatural light of the example and teachings of Christ." — Pope Pius XI, Encyclical on The Christian Education of Youth.

Perhaps the best description of the goal of the college is the definition of the graduate Regis endeavors to produce:

As such a man, you would possess a reflective mind which seeks premises as well as structure of the argument; who entertains opposing theses with calm dispassion and is fully aware that forms of procedure do not necessarily determine goals and certainly are not to be confused with them; who are eager to be well informed; who respect the knowledge of the past because you are aware of the great lessons of history; who looks forward as well as backward and are deeply concerned with decision and action.

Additionally, the college strives to give you an awareness that books are the basic tools of the educated man and to stimulate a consequent love of reading, both for pleasure and information, which will remain. You should also acquire the habit of accuracy, recognizing it as an essential quality which begins with the simplicities of spelling, pronunciation and use of numbers and continues on to the selection of appropriate words to the more profound problem of a psychological orientation to expressing the truth. Finally, you should not be content with your present knowledge but should continue to stretch the range of your intellectual curiosity.

The college believes that if it succeeds in consistently producing such a man, it has met its share of responsibility in meeting the educational needs of all elements of society which depend on Regis College.

The formal academic program of the college has been established around a basic curriculum in humanistic studies which is required of every student. This plan is designed to give you the experience of history and the social sciences, the vision of literature and the fine arts, the discipline of mathematics and the natural sciences, and the integrating insights of philosophy and theology.

THE CURRICULUM

The curriculum is made up of a number of carefully selected programs in major fields of concentration. All are offered within the context of humanistic studies. Each is structured to give you a background in depth in the area you choose. There are also divisional major programs which are composed of courses drawn from several fields within one general subject or concentration area. Such programs are available to you if you wish education of greater scope at some expense in depth.

While you will be required to use the bulk of your academic energies in the area of concentration you select, you will still have opportunities to develop other special skills and resources by taking one of several programs in minor fields of emphasis. You may also acquire a general introduction to certain specialized fields of knowledge by taking one of the courses available in these areas.

The college offers, then, special programs both for those who wish to continue their education into graduate schools or the professional schools of law, medicine, dentistry or engineering, and for those who seek a terminal collegiate education as a form for the professions of teaching, research and business-related enterprises such as accounting, finance, management and others.

Every human being has an interest in truth, and he will respond to any genuine presentation of it. The faculty member at Regis College, with humility and honesty, has the privilege to direct, stimulate and catalyze the students' search and exploration for truth.

THE FACULTY

For this task, the faculty bring not only a wisdom and sensitivity for their work which arises from a strong passion for the subject matter they research and teach, but also the ardent desire to pass on to others the desire and ability to know, ever expanding an incomplete knowledge.

The faculty at Regis College is composed of Jesuit priests and dedicated laymen in about equal numbers. All share a deep respect for devout scholarship which is the seed-bed of good teaching which, in turn, contributes inestimably to the formation of good character.

While the Regis College faculty has a commitment which is recognized and honored, there can be no doubt that the faculty depend on the student to realize in himself the effects of good teaching.

THE STUDENT

Regis' students are about equally divided between those who live on campus and those who reside in the city and commute to class. Approximately one-half of the students come from all parts of the United States and a number of foreign countries, with the remainder drawn from the State of Colorado.

The nature of the college is naturally reflected in the character and personality of the students themselves.

The liberal arts core, one of the college's distinguishing characteristics, also serves to provide something of a common bond among students and faculty. No matter what your later choice as a field of concentration, you are required to take much the same program through the first two years. As a result, you find yourself in day-to-day contact with young men with widely differing backgrounds and interests.

Regis has traditionally been an all-male college, although women are now admitted to evening classes and summer sessions.

The size of the college has a strong influence on students. You have many opportunities to immerse yourself in the flow of student activities and become a participant rather than a spectator.

As a Catholic college, Regis provides ample opportunities, both in and out of the classroom, for you to deepen your understanding of your faith.

LOCATION

Regis is located in Denver, one of the West's largest and certainly one of its most rapidly developing metropolitan centers. The metropolitan population is nearing the million mark as the Mile High City, with its ideal geographical setting against the backdrop of the Rocky Mountains to the west, attracts more and more industry and business. The city serves as the center for much of the industrial, financial, professional and cultural activity in the region, and is

served by a network of rail, air and highway routes which make it easily accessible from any part of the nation. The college is located in a residential area on the northwest edge of the city, just twenty minutes from the downtown area.

Through the development of a complete campus environment, the college aims at providing all the buildings and facilities required for the realization of its objectives in a comprehensive physical plant in which gentlemen may live, work, study, pray and exercise.

The property on which the campus is located covers approximately ninety acres. Main Hall, dating from 1887 and the only building on campus for several decades, is still the major landmark and is situated at the head of Main Drive. It serves as the residence for the Jesuit faculty, as the site of the high school, and provides space for administrative offices of the college.

There are two college residence halls, Carroll Hall and O'Connell Hall. The latter, named after one of the college's major benefactors, was completed in 1957 and is used by freshmen and sophomores. Carroll Hall serves as a residence for upperclassmen. The Student Center also opened in 1957 and offers dining facilities for 400, a student lounge, snack bar, game room, private dining room and a private lounge.

Loyola Hall contains most of the classrooms, the college library, and academic administration offices, while DeSmet Hall also serves as a classroom building.

The Student Chapel was opened in 1949 with a capacity of 400 students, and the Regis Fieldhouse, completed in 1960, offers a completely modern plant for the college's intramural and inter-collegiate athletic programs. It includes an indoor pool used for both recreation and physical education classes.

The college's science laboratories are located in Carroll Hall, while the Seismic Observatory, established in 1909 as one of sixteen seismological stations operated by the Jesuits in the United States, is situated in Main Hall.



THE CAMPUS

LIBRARY

The Regis College Library, located in Loyola Hall, offers ample facilities for study and research. It is open 70 hours per week, except holidays.

The campus collection of some 40,000 books and periodicals is supplemented by the resources of other libraries in the Denver area, such as the Denver Public Library and others, whose services are available to Regis students. The Regis Library is also designated as a depository for United States Government Documents and as a member of the Bibliographical Center for Research it can provide access to the resources of the libraries in the Rocky Mountain Region.

ACCREDITATIONS AND AFFILIATION

Regis College is accredited by the North Central Association of Colleges and Secondary Schools, and holds membership in the Association of American Colleges, Association of University Evening Colleges, American Council on Education, National Catholic Education Association and the Jesuit Educational Association. The College also is approved by the Colorado State Department of Education to prepare students for State Teacher's Certificates on the elementary and secondary level.

Very simply, these accreditations and affiliations assure you of complete professional recognition of the degree you will receive at Regis, and of its acceptability when applying for admission to other institutions for advanced study.

In addition to these institutional affiliations, the college is represented in numerous professional and academic societies through the individual memberships held by members of the faculty.

COLLEGE LIFE

Your years at Regis will naturally center about the classrooms, library and laboratories. But, despite the demands which academic requirements will make on you, there will be ample opportunity to take an active part in a wide range of out-of-class activities.

There are numerous organizations on campus to help deepen your understanding and interest in such areas as literature, science and business while giving you an opportunity to discuss these fields outside the classroom with other students sharing your interests; other organizations give you an opportunity to acquire practical experience in writing, while still others have athletic or service or spiritual objectives. Each organization has a faculty moderator to assist you.

Parties, dances, mountain trips, skiing and other activities assure you of a well-rounded social calendar throughout the school year, and the year on campus is punctuated by plays, lectures, athletic events, concerts and other programs.

But Regis' obligations extend past the requirements to provide for both the academic and social well-being of its students.

Through such means as counseling and the faculty advisor system, you are assured of a competent and sympathetic hearing for personal, academic or spiritual problems. You will be assigned an academic advisor when you enroll and will work closely with him in selecting your course of study. He also is available throughout the year to assist you with any problems which may arise, and individual professors are always available for consultation in directing you toward your objectives.

The college also appoints a spiritual advisor, and there are Jesuit prefects assigned to each floor of both residence halls.

Your introduction to Regis will come during the week before classes actually get underway. It is during this period you will have an opportunity to meet with your advisor and plan your academic program. But Freshman Week includes much more than the simple routine of selecting courses. For this reason, it is one of the most important weeks you will have on your first year calendar and is required of all entering freshmen.

Every freshman selected for admission must be present during all Freshman Week activities. The week's program will include entrance and placement testing, orientation to campus life, tours of the campus and community, review and orientation to regulations, and departmental study groups.

In addition, there will be special lectures designed to furnish you with some idea of the standards you will be facing in the classroom, and others which will give you valuable guides to use in budgeting your time, particularly for study. Even the mechanics of study itself — time to allow, review, emphasis and other elements — are included in some of the lectures.

In addition to the Student Chapel, there are small chapels located in both student residence halls.

Since Regis is a Catholic college there are ample opportunities for you to enrich the spiritual side of your nature. Daily masses are offered in the chapels, you may consult any member of the Jesuit faculty for spiritual advice, and there is a Jesuit appointed as spiritual advisor.

A three-day spiritual retreat is offered annually during the year and is required of all Catholic students. This retreat is also open, although not required, to non-Catholic students.

FRESHMAN WEEK

CHAPEL SERVICES

**STUDENT
LIFE COMMITTEE**

Your non-academic progress and welfare comes under the general supervision and direction of the Committee on Student Life, composed of four appointed faculty members and the Dean of Students. This committee is responsible for drawing up policies regarding student organizations and social life and establishing norms of conduct expected of Regis students.

**STUDENT
HEALTH SERVICE**

The objective of the Health Service is to adequately provide for the average health needs of the full time student body.

You will be required to submit the Student Health Form as one of your documents for admission. This form contains a questionnaire section to serve as an inventory of your past and present physical condition. Your family physician will perform the physical examination and record the results and any recommendations in the medical section of the Health Form, which is then filed in the Student Dispensary for reference and record of any treatment or illness you may undergo while a student here.

All new students are urged to have polio vaccinations, influenza and toxoid immunizations, tuberculin test and a recent chest x-ray.

You are entitled to use of the dispensary, infirmary rooms, surgical dressings for minor wounds and ordinary medications; the college does not provide special prescriptions, extraordinary medications or diets.

Regis strongly recommends that you have some form of health insurance and feels that this is the responsibility of the parents or guardian. Personal visitation to or by a physician, hospitalization and dental care will be your financial responsibility. Such bills are ordinarily sent by the physician, surgeon or hospital to the parents or guardian for payment.

If you wish to be a blood donor you will be required to present the written permission of your parents or guardian. This permission will be filed with your health form in the dispensary.

Every precaution is taken in the college science laboratories to provide for your safety and well being. Adequate instruction regarding the hazards involved is given, and in some cases special safety equipment is provided. The college assumes no responsibility for accidents; however, it expects you to be fully responsible for payment of fees if you are referred to physicians or surgeons as a result of an accident.

Through the sponsorship of a full program of extra-curricular exercises and activities which are religious, intellectual, cultural and social in scope, the college aims at furnishing a stimulating climate in which the student can develop all his potentials and relate his academic objectives to his destiny as a Christian, a citizen and a man.

EXTRA-CURRICULAR ACTIVITIES

Your first few months in college are among the most important you will spend here since it is during this period you will form the attitudes, habits and living patterns which will guide you through the remainder of your collegiate studies.

For this reason, you may not take part in any activities of a semi-academic, service or social organization during your first semester. This is done to make certain you are freed from as many outside distractions as possible in order to allow you sufficient time to concentrate on your academic work. To become eligible for a social fraternity, service club or other recognized student activity, you must earn a "C" average, and you must not be on a probationary status.

Student activities and student organizations are grouped under three general classifications, semi-academic, spiritual and service. There are no purely social organizations on campus although many of the clubs and fraternities sponsor social activities throughout the school year.

SEMI - ACADEMIC ORGANIZATIONS

THE AQUINAS ACADEMY (Philosophy)

The Aquinas Academy is an organization sponsored by the Philosophy Department of Regis College. It provides the students with an opportunity for philosophical research and discussion especially in the area of modern philosophical problems and tendencies. Besides Regis College professors and students, the Academy numbers among its members professors and students from other colleges in the area and professional people from Denver.

ALPHA KAPPA PSI FRATERNITY (Business)

Alpha Kappa Psi Fraternity, Gamma Sigma Chapter, was installed in the Division of Commerce and Finance on April 20, 1954. It is a national professional fraternity whose objectives are to further the individual welfare of its members; to foster scientific research in the fields of commerce, accounts, and finance; to educate the public to appreciate and demand higher ideals therein; to promote and advance in institutions of college rank, courses leading to degrees in business administration.

THE BIOLOGY CLUB

The purpose of this organization is to promote interest in the biological sciences. Membership is limited to students who have successfully completed two semesters of Biology. Meetings are held monthly and include lectures by guest speakers, or reviews of current research by members, followed by discussion. The personnel of the Biology Department act as moderators. Officers are elected by the club members.

THE DELTA SIGMA (Commerce and Finance)

The Delta Sigma Commerce Club was founded and incorporated under the laws of the State of Colorado by Professor Everett S. Bailey's students in 1926. The purpose of the club is to promote interest in commercial subjects, and also to foster a spirit of good fellowship and sportsmanship among its members. Membership in Alpha chapter is limited to men Evening students who have successfully completed one semester of accounting. Membership in Beta chapter is limited to women students who have successfully completed one course in the field of Commerce and Finance.

FORENSICS (Debate)

The Regis Debating and Oratorical Society offers special opportunities for development in the speech arts. In addition to regular practice sessions on the campus, inter-collegiate debates and speech contests are promoted during the school year. Regis is a member of the Colorado-Wyoming Forensic League, and thus is associated in inter-collegiate competition in speech with the Colorado Collegiate Institutions, and University of Wyoming. Also trips to more distant campuses are made from time to time to participate in inter-collegiate contests.

THE LITERARY CLUB

This club has for its purpose the reading and discussion of significant literature. Meetings are held bi-monthly.

REGIS COLLEGE PLAYHOUSE (Dramatics)

The dramatic club on campus. Opportunity is given for all students interested in participation in all phases of acting and technical stage work. One major production each year is presented at the Denver Civic Theatre.

RHO CHI SIGMA (Chemistry)

This organization is composed principally of those members who are affiliates of the American Chemical Society and who plan to major in Chemistry. Affiliation with the A.C.S. is not essential, however, for membership in the Rho Chi Sigma. Monthly meetings are held at which either the members or invited guest speakers discuss some phase of chemistry.

ST. THOMAS MORE CLUB (Law)

The St. Thomas More Club of Regis College is formed as an organ of the student body, first, to provide information, assistance, and aid to all those students who are interested in beginning legal studies, and, second, for all students, regardless of vocational objective, who are interested in a philosophical and historical approach to political and legal realities.

STUDENT NATIONAL EDUCATION ASSOCIATION (Education)

The Goldrich Chapter Student Education Association of Regis College is authorized and under the direction of the Regis College Department of Education.

The purpose of the association is to provide the future teacher with extra-curricular experiences and opportunities that will enrich his concepts in Teacher Education. Opportunities include seminars, public speaking, visitations to schools, teaching at his leisure in various institutions, usually orphanages, plus opportunities to attend and participate in Local, State and National Conventions. Members from N.E.A. are guides and helpers at many college functions.

SERVICE ORGANIZATIONS

STUDENT GOVERNMENT

The Student Senate of Regis College is composed of all full-time students at Regis College. Annually, in the Spring, the Student Senate elects seven students to the Executive Board of the Student Senate. The legislative function of the Student Senate resides in the General Assembly, which body is composed of the Executive Board of the Student Senate plus twenty representatives elected by the Student Senate.

The General Assembly is then, fundamentally, the body of student leaders at Regis College, and it serves as the representative voice of the student body in the College community. The General Assembly charts, regulates, and fosters all student clubs and organizations and their appropriate activities, and further, the General Assembly supervises the financing of all organized student activities.

A full description of the Student Senate's governmental structure is found in the Student Handbook, published each Fall by the Executive Board of the Student Senate.

STUDENT PUBLICATIONS

There are two student publications, the Brown and Gold and The Ranger, which are staffed entirely by students to give you practical experience in photography, editing, reporting and other phases of publication and production.

THE REGIS BROWN AND GOLD

A news and feature magazine published monthly during the academic year. This magazine also serves as an outlet for fiction, poetry and articles by members of the stu-

dent body in addition to coverage of student, college and administrative affairs.

THE RANGER

An illustrated yearbook published in May of each year. It pictorially records campus activities and perpetuates college acquaintances.

The faculty moderator of these publications selects the Editor-in-Chief and other assistants on the basis of merit and interest in such work, and these editorial posts carry a small grant-in-aid which is applied against the student's tuition.

ALPHA DELTA GAMMA

The purpose of this fraternity is to unite congenial-minded Regis men in a brotherhood of love and high respect; to develop the highest Christian ideals of manhood among its members; to foster the interests of Regis College among its members and their fellow students; and to actively support all functions of any other organized group at Regis insofar as said function is undertaken for the benefit of Regis.

SOCIAL RELATIONS CLUB

The Social Relations Club was founded on the premise that more informal discussion of and participation in various community affairs will serve the purpose of supplementing the students' more formal academic training and better prepare him to instrumentalize, in his post-academic life, his academic training in the social sciences. The Social Relations Club stimulates discussion and promotes participation in broader social activities, acquaints the students with social resources, opportunities, and occupational possibilities while serving as a channel of social propaganda to the broader Denver community primarily by inviting outstanding guest lecturers to the Regis campus.

SPIRITUAL ORGANIZATIONS

ST. JOHN BERCHMAN SOCIETY

The purpose of the St. John Berchmans Society is to promote and foster intelligent participation in the liturgy of the Catholic Church. The principal means used to accomplish this purpose will be a deeper appreciation of the Holy Sacrifice of the Mass, and its place in the daily life of a fervent Catholic. The members of the Society learn a sense of responsibility in serving Mass regularly and correctly. They learn to teach others how to serve Mass. In general, the Society provides servers for the many Masses offered daily in the various chapels on the campus, and for the various religious activities and exercises of Regis College.

THE SODALITY OF THE BLESSED VIRGIN MARY

The Sodality was founded almost four hundred years ago to increase the personal holi-

ness of its members and to train them in apostolic work for the Church. Plentiful opportunities are afforded at Regis for the attainment of this two-fold purpose. Sodalists can conveniently attend daily Mass and frequent the Sacraments, they can teach catechism to the Catholic students in public schools, visit prisons and reform schools, collect funds and clothes for the home and foreign missions, work for social and interracial justice, defend Christian morals and dogmas when the latter are attacked. Above all, they endeavor to acquire a deep personal loyalty to Christ and His Mother, and inspire others to do the same. The Regis College Sodality is also a member of the Inter-collegiate Sodality Union of Denver, and works with the Sodalities of other colleges in the area.

GUIDANCE AND COUNSELING SERVICES

Through a comprehensive program of personal guidance, formal and informal, the college faculty and staff aim at giving you the most intelligent direction possible in helping you realize your academic and moral objectives to the best of your capacities.

We have already mentioned that you will be assigned a member of the faculty, normally one from the area in which you plan to concentrate your studies, who will be available as a consultant and advisor to aid you in identifying and solving problems which may come up in your classroom work. This is part of the general counseling program of the college.

The Guidance and Counseling Office, located in Loyola Hall, provides additional professional services which are available to you at any time. This office administers a complete range of tests in the academic, occupational or personality areas, and provides qualified and licensed psychologists to interpret test results and meet with you to review these results. Through a systematic post-graduate counseling program, the college aims at developing your awareness and interest in post-graduate educational opportunities.

Through a varied program of intramural and intercollegiate athletics, the college aims at developing your body along with your mind, as well as developing athletic skills and interests which you may use throughout your adult life for your own recreation and exercise. In these exercises, the value of developing a healthy competitive spirit is not overlooked.

The college's intercollegiate and intramural athletic programs cover a wide range of sports for each season. The Regis Fieldhouse, completed in 1960, is a modern athletic plant which includes, in addition to the basketball arena seating 2500, two handball courts, an exercise room, team room, and swimming pool.

Intramural competition involves approximately eighty percent of the student body in 10 sports, while there are intercollegiate programs in basketball, cross country, tennis, golf and baseball.

The Denver area and surrounding mountains have rightfully acquired a reputation as one of the nation's most desirable living and vacation areas.

The mountains, with their breathtaking panoramas, old mining camps and rapidly developing winter resort areas begin to rise a few miles west of the city and are easily reached in a short drive from the campus.

The Denver area itself has enjoyed a tremendous growth in the past decade and provides all of the cultural, educational, social and entertainment opportunities normally associated with metropolitan centers.

High standards of good character and personal integrity, both on and off campus, will be expected of every Regis student. You will be subject to censure for extraordinary breaches of discipline, and immediate dismissal for any conviction of a criminal charge.

ATHLETIC PROGRAM

LEISURE TIME

STANDARDS OF CONDUCT



SPECIAL REGULATIONS

AUTOMOBILE Students are permitted to bring cars to the college, but must register them with the Dean of Students to obtain Regis parking stickers. Detailed regulations governing student use of automobiles will be issued at the time of registration. Ample parking facilities for both resident and non-resident students are provided.

DINING ROOM As a resident student, you will receive 20 meals a week in the Student Center. All are carefully planned by Saga Food Service, a national firm specializing in operation of college dining rooms, to make certain you receive a balanced, nutritious diet. Three meals are served Monday through Saturday and two on Sunday and holidays. T-shirts, sweatshirts, blue jeans and bermuda shorts are not permitted in Chapel, classroom or dining hall. Upon payment of your room and board bill in the Business Office, you will receive a card for the Dining Room. It is not transferable. Special arrangements will be made for those who do not live on campus but who wish to take their meals in the dining room. All students using the dining room may return for additional portions as often as they wish, and milk and other beverages are provided in dispensers located in the dining room.

RESIDENCE HALLS Detailed regulations governing student life in the two residence halls will be provided when you arrive at Regis. In general, however, the rules are designed to insure you of a comfortable, attractive, clean and quiet place in which to study, live and sleep. There are regular study hours on week nights, and you will be required to observe these as well as the weekend hours prescribed for the various classes.

FINANCIAL INFORMATION

If you plan to live on the campus, your education at Regis will cost you approximately \$1,050 a semester or \$2100 per year. If you are a resident of Denver and plan to live at home while attending college, the cost will be roughly half of that for a resident student.

Basic costs include \$425 per semester for tuition (including all regular fees) for an academic load of twelve to eighteen semester hours inclusive. If you take more than eighteen hours, the extra hours will be charged at the rate of \$28.00 per hour. If you take less than twelve hours, the charge will be \$28.00 per hour.

Campus meals and room will be \$425 per semester. If you plan to live off campus but would prefer to eat in the Student Center, the charge will be \$275 per semester for twenty meals a week during the periods the college is in session.

Books and supplies will average between \$30 and \$50 per semester depending on the course you select, and must be paid for at the time of purchase in the Campus Bookstore.

Average Costs and Methods of Financing a Regis Education

COSTS (ANNUAL)		FINANCING (ANNUAL)	
Tuition (including fees)	\$ 850	Savings from summer jobs.....	\$ 400
Board and room	850	Parents or guardian	1,200
Books and supplies	100	Student income and/or borrow during year	500
Other (laundry, recreation, travel, other personal and miscellaneous expenses	300	Total	\$2,100
Total	\$2,100		

These are the basic charges, but there are a few additional, non-recurring costs which you should also figure into your budget.

The \$5 application fee is due at the time you submit your transcripts and other forms for consideration for admission. This fee is not refundable. There is a fee of \$10 for registration on other than your regularly scheduled registration day, and a \$5 fee for examinations or tests which are taken on a day other than that assigned to your class. A charge of \$1 will be made each time you add or drop a course after your schedule has been approved and recorded in the Dean's Office, with a \$2 minimum set for such a change of program.

Registration will not be considered to have been completed until all financial obligations are paid. Payments for tuition and campus meals and lodging are to be made on or before registration day. (See Financial Aid).

If you have an unpaid financial obligation of any nature due either to the college or funds administered by the college you will not be allowed to graduate, be listed among those receiving a degree or special certificate or to receive a transcript of credits. The only exception to this policy are notes or other types of indebtedness maturing after graduation.

ADVANCE DOWN PAYMENT

There has been a growing tendency on the part of many high school seniors to submit applications to several colleges and universities. The student then is accepted by one of these institutions and enrolls there without withdrawing his application from the others. Because of this practice, Regis has been faced with the responsibility of turning down otherwise qualified students because all academic or residence hall space has apparently been reserved. This works an injustice both on the applicant and the college.

In order to alleviate this situation, the college now requires an advance down payment of all prospective freshmen as positive evidence of your earnest intention to attend Regis College. All prospective freshmen must make an advance down payment of \$50 to reserve academic space. In addition, if you also plan to live on the campus, you will be required to make a total down payment of \$100, of which half will reserve academic space and the remainder reserve room space in one of the student residence halls. These advance down payments are then credited against your tuition, room and board charges for the year and are not refundable except as outlined below.

Deadlines for advance down payments are July 15 for enrollment in the fall semester and December 15 for enrollment in the spring semester. Any down payment will be refunded in full if notification in writing of your intention not to attend Regis is received before the appropriate deadline for each deposit.

Refunds will be made for tuition and/or board and room, should you withdraw from college, if the following conditions are observed and if your withdrawal falls within the schedule listed below: You must first obtain a Change of Schedule Form and make certain it is executed properly in the office of the Dean of the College and you must also give written notification to the Dean of Students. The following refund schedule will then be observed:

REFUND POLICY

REFUND SCHEDULE

If you withdraw by:		You will be refunded:		
1st Semester	2nd Semester	Full Time (Tuition)	Part Time PerSem.Hr.	Board & Room
September 22	January 22	\$380.00	\$ 25.50	\$325.00
October 15	February 15	260.00	17.00	280.00
November 1	March 1	170.00	11.00	250.00
November 15	March 15	90.00	6.00	220.00
December 1	April 1	130.00
After Dec. 1	After April 1

If you drop from class without executing the Change of Schedule Form or move off campus without proper clearance in writing from the Dean of Students you will automatically void any refund commitments on the part of the college. Refunds will be made after October 15 for the first semester and after February 15 for the second semester.

Education is a costly but valuable asset, and Regis is committed to do all in its power to insure that no qualified student will be denied an education because of lack of funds. Several opportunities for financing an education are available to you.

STUDENT FINANCIAL AID

There is a financial assistance fund available at the college which will grant tuition loans up to a maximum of \$300 for full time students and up to a maximum of \$20 per semester hour for part-time students. These loans are made for a fee of \$5 but there is no interest other than this fee. Loans to cover board, lodging and tuition for resident students are made up to a maximum of \$525 for full time students. The fee for this loan will be \$8, with the fees in each case payable at the time of application for the loan. This fee will be fully refunded if your application is not granted. The prin-

STUDENT LOAN FUND

principal sum you borrow is payable in three equal installments. Payments on loans for the first semester are due October 23, November 23 and December 23. Second semester payments will be due February 23, March 23 and April 23. All loans from the Student Loan Fund must be made before Registration and may be initiated at the Business Office in Main Hall.

LONG TERM LOANS

Many commercial lending agencies specialize in loans for college educations. This type of financing is left to your discretion. The Business Office has literature from several of these lending institutions and will be pleased to supply it on request.

NATIONAL DEFENSE STUDENT LOAN PROGRAM

Under the National Defense Education Act. of 1958, Regis College is enabled to extend loans to students who meet qualifications specified in the Act as follows:

1. The student must be a full-time undergraduate student.
2. The student must be, in the judgment of the institution, capable of maintaining good standing in his chosen courses of study.
3. The student must be in need of the amount of his loan to pursue his courses of study.

A student may borrow in one year a sum not exceeding \$1,000 and during his entire course in higher education a sum not exceeding \$5,000. The borrower must sign a note for his loan, evidencing his obligation and agreeing to interest and repayment terms established by the College. The law itself establishes certain basic conditions covering student loans, including a requirement that repayment of the loan begin one year after the borrower ceases to be a full-time student and be completed within ten years thereafter. No interest on the student loan may accrue prior to the beginning of the repayment schedule, and interest thereafter is to be paid at the rate of 3 per cent per year. The borrower's obligation to repay his loan is to be cancelled in the event of his death or permanent and total disability.

Deadline for submitting your application is April 1 for the fall semester and November 30 for the spring semester. Successful applicants will be notified of the loan allotted by June 15 and December 15.

Regis College welcomes veterans provided they can meet the College's entrance requirements. Regis is approved by the Colorado Commission on Veterans' Education and Training for training under the Servicemen's Readjustment Act, Public Law 550 (G.I. Bill) and under the Vocational Rehabilitation Act for Veterans with service-connected disability. Public Laws 16 and 894. It is also an approved institution under Public Law 634 (War Orphans' Educational Assistance Act of 1956). Veterans obtain their certificates of eligibility for training from the Regional Office of the Veterans Administration before coming to college.

VETERANS

Regis sponsors its own scholarship fund from which it may award a limited number of educational grants. These will vary in amounts up to 100 percent of tuition for students in need of assistance who have demonstrated superior ability in high school or college work. They are awarded annually both to entering freshmen and to upperclassmen who demonstrated ability in the classroom. Applications must be submitted by the student each academic year before April 1. Award winners will be notified by May 15.

SCHOLARSHIPS

In addition, there are a number of endowed scholarships such as the Katherine Gibbons Memorial and the George Tipton Family Loan Fund which are also available.

There are many opportunities for part-time work either on the campus or in the city of Denver. While Regis discourages such employment during your freshman year, the college also recognizes that some students will require additional income sources during the year. For this reason, and to assist seniors in entering the career fields they have chosen, the college maintains a Placement Office on the campus. This office conducts a counseling service and maintains a file of current full and part-time job opportunities in the area. The services of this office are available to all Regis students without charge.

STUDENT EMPLOYMENT

There are a number of awards, some with cash stipends, made during the year to students who achieve special distinction in various academic areas.

SPECIAL PRIZES AND AWARDS

PRESIDENT'S SCHOLARS:

Each year two seniors and two juniors are designated as President's Scholars and presented with cash awards of \$100 each in recognition of academic excellence achieved within the framework of Jesuit educational ideals. These awards are presented annually during the Spring Honors Convocation.

Inter-Collegiate English Prize.

A purse of \$100.00 is offered yearly by Mr. D. F. Bremmer, of Chicago, for excellence in English essay writing. The purse is open to competition among the students of the Jesuit Colleges of the Mid-West.

Inter-Collegiate Latin Prize.

A cash prize is given each year by the Very Reverend Fathers Provincial of the Midwest Provinces of the Society of Jesus to the winner of a Latin contest participated in by students in the colleges of the Mid-West Provinces.

The Campion Physics Award.

The late John F. Campion of Denver, Colorado, founded this award for the best essay in Physics.

The Joseph A. Ryan Memorial Award.

This award is presented annually for the best work in the first year of Accounting.

The Joseph A. Ryan Award.

This award is given annually in memory of Father Joseph A. Ryan, S.J., by the Beta Sorority Chapter of the Delta Sigma Fraternity for the best achievement by a woman student in the evening business courses.

The Class of 1929 Biology Award.

This award was founded by the members of the graduating class of 1929 for the best essay in Biology.

The Archbishop Vehr Award.

His Excellency, Most Rev. Urban J. Vehr, D.D., donates this award for the best essay on Promotion of Catholic Thought and Catholic Action in America.

The A. W. Forstall Award.

This award in Analytical Chemistry has been presented by friends of Father A. W. Forstall, S.J., to memorialize the work done by him in Chemistry and Science.

Wall Street Journal Award.

This award is given for outstanding scholarship in the field of Business Administration.

Colorado Society of Certified Public Accountants.

This award in Analytical Chemistry has been majoring in Accounting who has the highest average grade.

The Carlton J. H. Hayes Award.

This award is given to a graduating senior majoring in the field of History who has achieved the highest marks in the Comprehensive Examinations.

The Alpha Kappa Psi Scholarship Award.

Made annually to the male senior student of the Division of Commerce and Finance who possesses the highest scholastic average for three years of work at Regis.

ADMISSIONS

The college uses two general guides in evaluating any applicant for admission — documentary evidence of achievement and a more subjective evaluation of the individual's potential for success.

GENERAL PRINCIPLES

The Committee on Admission will evaluate your qualifications in terms of your high school transcript, college entrance examinations and recommendations. The Committee is primarily interested in selecting those students who give promise of profiting from the type of education which is traditional to Regis.

In general, this committee looks for evidence of motivation, maturity and emotional stability. Your application will therefore be handled and evaluated on a highly personal and individual level. Emphasis will be placed on your academic record, including your choice of subjects and aptitude as well as achievement. But the committee is also interested in you as a person and will pay close attention to what activities engaged you outside the classroom.

For this reason, it is absolutely essential that you present a written recommendation from your high school.

To be eligible for admission to Regis, you should be a graduate of an approved high school and should present a minimum of fifteen acceptable units. We strongly recommend that these units include evidence of accomplishment in the fields of English, social sciences, mathematics, modern or classical language and a laboratory science.

GENERAL REQUIREMENTS

We recommend that you present scores from either the American College Test (ACT) or the College Entrance Examination Board (CEEB) as partial but necessary fulfillment of entrance requirements. However, since the academic guidance program of the college is geared exclusively to the ACT, you will be asked to take these examinations for guidance records after you arrive at Regis if you have not already completed them. This test, embracing elements of social studies, English, mathematics and natural sciences, should present no special difficulties if you have prepared yourself conscientiously during your high school years. It demands no preparation other than the training you received in these fundamental subjects during high school.

ENTRANCE EXAMINATIONS



SUMMARY:

Your application will be evaluated both objectively and subjectively.

Objectively, we will use your transcript of credits to determine if you have completed the 15 units satisfactorily. You will also need the written recommendation of your school and will need to furnish test scores from either the ACT or CEEB.

Subjectively, you will be evaluated with regard to motivation, maturity, extra-curricular activities, choice of high school subjects and aptitude.

EARLY DECISION

If you are seriously considering Regis, we would urge you to submit your application no later than the end of the first semester of your senior year in high school, preferably much earlier. Because of the college's desire to maintain the traditional faculty-student relationship based on small classes, many applications have been turned down in recent years.

APPLICATION PROCEDURE

Your first step will be to correspond with the Director of Admissions. Application forms and a list of the documents required will be sent to you for completion. Once all the required documents are received, your application will be reviewed and evaluated by the Committee on Admissions and you will be notified in writing of their decision.

Provisions are made for admitting students to the college with advanced standing both from high school and from other institutions of higher learning. All such requests should be addressed to the Dean of the college.

ADVANCED STANDING

Superior high school students may be granted advanced standing and/or college credit upon presenting evidence of competence in freshman subjects. Your competence will be measured either by a special departmental examination, CEEB or achievement tests.

If you are planning to transfer to Regis from another college or university, you will be required to submit individual transcripts of all your college work, including transcripts from each institution in the event you have attended more than one college. You must also present the recommendation of the school you last attended. These documents will then be evaluated by the Dean and you will be notified of his decision.

Ordinarily, two months are required to handle the necessary correspondence involved in the transfer and to evaluate all the documents. You should therefore notify us well in advance of the date on which you wish to transfer.

The Regis curriculum makes special provisions for those specially gifted and industrious students who can profit from a program of guided and independent study. This system of tutorials for independent study under the guidance of selected faculty members may be arranged only in joint consultation with the Dean and the department chairman concerned.

HONORS PROGRAM

Students who have completed degrees at other institutions but who wish to complete requirements for a teaching certificate may be enrolled under this category. Application should be made to the Dean of the college at least two months before the date on which you wish to enroll.

SPECIAL STUDENTS

ACADEMIC REGULATIONS

REGISTRATION PROCEDURE

Your success at Regis will depend on your desire to meet the demands which will be made upon you in the classroom, and it is particularly important that you make the proper start. For this reason, it is essential that you register promptly and begin classwork on the assigned date.

Your initial step is to obtain a Permit to Register card from the Business Office. You will then consult with your academic advisor who will assist you in drawing up a schedule. He must approve your course schedule before you will be permitted to begin the registration process.

CHANGES IN PROGRAM

Normally, no changes will be allowed in your academic program after the date listed in the college calendar as the last day for late registration. There will be a fee of \$10 for any late registration and \$1 for any and each course change, either by dropping a course or adding one, after the regular registration period.

THE COLLEGE YEAR

The college year, extending from early September until the first week in June, is made up of thirty-four weeks which are divided into two semesters of seventeen weeks each. There is a Christmas and Easter vacation. Legal holidays and all holy days of obligation are observed.

AUDITING

Special students who are not working for college credit may enroll with the consent of the Director for one or more courses. Such students must give evidence to the Dean that they are qualified to follow the courses with profit to themselves and will in no way lower the educational level of the group. No credit is allowed for audit courses, and the cost of the course is the same whether taken for credit or as an auditor.

SEMESTER HOUR

A semester hour is the unit of standard used by the college in computing the amount of your work. A semester hour is defined as one lecture, recitation or class exercise, one hour in length per week, for one semester. Three hours of laboratory work are equivalent to one recitation hour. Thus, if you are enrolled in a class which meets one hour three times a week, you are taking a three-hour course.

The average class load at Regis is fifteen hours. However, if in the judgment of the Dean you would benefit from a reduced course load, you will be restricted to such a course load by the Dean. If you are on academic probation you may not carry more than twelve hours in any semester without special approval of the Dean.

ACADEMIC LOAD

Midsemester and final examinations are held in all courses for which academic credit is normally allowed. The quality of work and the point system are indicated by the following grades:

MEANING OF GRADES

A - outstanding scholarship and an unusual degree of intellectual initiative. Four quality or credit points per semester hour.

B - definitely superior work done in a sustained and intelligent manner. Three quality or credit points per semester hour.

C - a basic grade which indicates the quality of work done by the majority of students. It indicates earnest work faithfully done and in an acceptable manner. Two quality or credit points per semester hour.

D - work of the lowest passing quality; the student has shown the bare minimum of performance and mastery of content and must be judged to be a poor risk for more advanced study in the subject. One quality or credit point per semester hour.

F - a failure, and if the subject is required, the course must be repeated. No credit hours, no quality or credit points.

FA - failure because of excessive absences.

WP - withdrawal with permission, while passing or without prejudice to academic standing.

WF - withdrawal with permission, while failing.

Courses in which the grades of F, FA, or WF have been assigned are counted among attempted courses in computing the student's cumulative average.

A student who wishes to drop a course during the semester must first secure the permission of the professor in the course and of his academic advisor. The request, with these requisite approvals, must then be presented to the Assistant Dean of the College for final approval. If the Assistant Dean approves the drop, official action is taken by the Registrar. If the student was doing passing work at the time of withdrawal, a grade of WP is assigned for this course on the student's record. If the student was doing failing work at the time of withdrawal, a grade of WF is assigned for this course on the student's record.

DROPPING A COURSE

REPORTS OF GRADES

Grades are reported at midterm and at the close of the semester. You will receive your midterm (or quarter) grades from your academic advisor. Semester grades will be mailed to your home address from the Registrar's Office. You may obtain a copy of your semester grades from your academic advisor.

MEANING OF GOOD STANDING AND REQUIREMENTS

A student at Regis College must maintain a 2.00 or better cumulative average to be in good academic standing. When the Registrar of the College has re-calculated a student's cumulative credit point average, at the end of each semester, the Faculty Committee on Admission and Degrees reviews the records of any student who then is not in good academic standing. The Committee will make its judgment of sanction: probation, suspension, or dismissal.

A student at Regis College who has been placed on academic probation, will normally be given two semesters to sufficiently raise his cumulative credit point average to place him in good academic standing.

The Faculty Committee on Admission and Degrees will use the sanction of suspension for those students whose poor academic progress indicates they should be delayed, for a least one year, from pursuing further college work.

A student who receives the sanction of academic dismissal is one judged by the Committee to have demonstrated conclusively his incapacity for college level work, and he should be encouraged to readjust his plans for the future to eliminate additional collegiate education.

OF STUDENTS CLASSIFICATION

A student is ranked a sophomore if he has earned a minimum of twenty-four semester hours and has a 2.00 or better average for all collegiate work he has attempted at Regis College. A student is ranked a junior if he has earned a minimum of sixty semester hours and has a 2.00 or better average for all collegiate work he has attempted at Regis College. A student is ranked a senior if he has earned a minimum of ninety-two semester hours and has a 2.00 or better average for all collegiate work he has attempted at Regis College.

A special student is not a degree candidate and, either (1) Does not meet the admissions requirements of Regis College, or (2) Is not enrolled in a semester for the minimum of 12 credit hours.

Degree candidates in any field will be expected to display basic competence in the use and command of the English language. They should be able to express themselves with the clarity, precision and force which comes only from a disciplined command of words, usage and grammar. The use of English is emphasized in all courses, laboratory reports, written themes and oral reports in every division.

COMPETENCE IN ENGLISH

Each student shall be held responsible for his absences in any course by the teacher of that course. It is understood that all work missed for absences must be made up immediately after the period of absence, and any test or examination so missed may or may not be repeated in a special examination at the teacher's discretion. A fee will be charged for all late examinations.

CLASS ATTENDANCE

Any student who has placed himself in danger of failing a course through absence from the course may be reported by the teacher to the Dean's Office for further action.

No student or teacher will be required to file reports of absence in the office of the Dean, and no absence will be classified as excused or unexcused. Justifiable absence will not be considered as exempting a student from any work that a teacher may deem necessary for receiving credit in a course. All unfinished work due to absences is the sole responsibility of the student.

No student is allowed to be absent from class on the day preceding or the day following vacations.

All members of the faculty and all full-time members of the student body are required to attend all academic convocations. Daily Masses, while not required, are offered in the Student Chapel, and there are two student Masses on Sundays and Holy Days.

CHAPEL AND CONVOCATION ATTENDANCE

Transcripts of credit should be ordered at least one week in advance. The first copy is issued without charge. There is a charge of one dollar for each additional copy of a transcript or partial transcript requested by the student or anyone authorized by him. This charge is payable at the time the request is made.

TRANSCRIPTS

The minimum for consideration for the Dean's List is a non-cumulative average of 3.0 for the preceding semester. The list is issued twice each year.

DEAN'S LIST REQUIREMENTS

First honors are conferred on those students with a non-cumulative average of 3.6 to 4.0 for the previous semester. Second honors are conferred on those with at least a 3.0 average through 3.59.

DEGREE PROGRAMS AND REQUIREMENTS

DEGREE PROGRAMS

The college offers four basic degrees — the Classical Bachelor of Arts, the Bachelor of Arts, the Bachelor of Science and the Bachelor of Science in Chemistry.

1. **CLASSICAL BACHELOR OF ARTS.** In the Jesuit system of education, you need sixteen hours of collegiate Latin plus two years of Greek or a modern language to qualify for the Classical Bachelor of Arts. The degree is offered with concentrations in English, history, philosophy, sociology or divisional areas.

2. **BACHELOR OF ARTS.** The A.B. degree is offered in the following fields of concentration: English, history, philosophy, sociology, and divisional, and requires a modern language in addition to the normal degree requirements. The curriculum is structured to provide a balanced cultural education.

3. **BACHELOR OF SCIENCE.** This degree is offered in the fields of biology, chemistry, mathematics, and natural science divisional, and also in the fields of accounting, business administration, economics and commerce and finance divisional.

In the natural science curriculum, the degree has for its objective a thorough training in the scientific method as a basis for sound scientific and mathematical thinking, carefully balanced by a cultural training in languages, literature and history, and correlated as closely as possible with sound philosophy and ethics.

In the commerce and finance curriculum, the degree has for its objective a balanced training in the principles and practices of the business function in human endeavors. The vocational courses are paralleled by cultural studies in philosophy, theology, history, psychology and ethics. The curriculum may be described as a cultural business program, but there is no language requirement.

Accounting majors can fulfill the academic requirements for Certified Public Accountants' Examinations in the state of Colorado.

4. **BACHELOR OF SCIENCE IN CHEMISTRY.** This is a professional degree and as such is quite different from a liberal arts degree. It offers a concentration in chemistry. The objective of this curriculum is to enable you to prepare yourself for more advanced work in chemistry, either in a graduate school or in industry. The program embodies all the courses suggested by the American Chemical Society.

In addition to these degrees, the college also offers a Certificate in Business, a Certificate in General Education, or Associate Degrees in Business Administration, Accounting or General Education.

**EVENING
DIVISION ONLY**

Certificates are awarded after completion of an established two-year program representing 36 hours of college work. These programs are planned so that you will carry nine hours of class each semester. The Associate Degrees are awarded to students who complete thirty-six additional hours for a total of 72 hours in set programs.

Associate Degrees in General Education are available in the following areas: education, English, history, psychology, and sociology.

Certificates, then, require approximately two years and Associate Degrees four years and are available through the Late Afternoon and Evening Class programs.

Included among the courses offered leading to bachelor's degrees are a number of special programs available to Regis students.

SPECIAL PROGRAMS

THREE-TWO ENGINEERING. In conjunction with St. Louis University and Marquette University, Regis College conducts a special program for those who wish to receive a degree in Engineering. You will follow a prescribed program at Regis for three years and then transfer to one of the two universities for your formal training in Engineering. At the end of your fifth collegiate year you will receive your B.S. from Regis and your Engineering degree from either St. Louis University or Marquette University.

PRE-PROFESSIONAL. These curricula have for their objectives the adequate preparation for admission to professional schools. They include pre-dentistry, pre-engineering, pre-law, and pre-medicine. However, unless you have strong reasons for a minimum preparation, you should plan to secure a longer, broader and deeper education before entering your professional school.

DIVISIONAL MAJOR. This program is designed for those students who wish to obtain a broad knowledge of various fields, rather than for those who wish a concentration of greater depth in a more limited area. Not more than fifteen semester hours may be taken in upper division work in any one department nor less than six semester hours. The total number of upper division hours in the fields of your choice and at the discretion of your advisor must total forty-two semester hours.

TEACHER TRAINING. The objective of the education courses is to provide preparation and training for those who plan to teach in secondary or elementary schools. The courses are de-

GENERAL DEGREE REQUIREMENTS

signed to give prospective teachers the principles of education as based upon Christian philosophy. Special attention is given to training in effective methods of teaching and to the requirements of university and accrediting agencies.

Although there are a number of degrees available to Regis students, you will be required to fulfill several general requirements in any program you select. You must meet both the quantitative and qualitative minimums for course work, make application to the Office of the Dean to graduate, complete the required number of residence hours, successfully pass the comprehensive examinations, make certain your financial obligations are paid, and attend commencement exercises. A more detailed explanation follows:

1. The completion of at least 128 semester hours of academic work in which the candidate has earned at least twice the number of credit points. For graduation you must have a C or 2.0 average in the courses attempted.

2. The completion of the basic curriculum:

	Hours
English	12
Natural Sciences or Mathematics	6-8
History of Western Civilization.....	6
*Theology	9
Physical Education	2
Speech	2
**Modern Language	14
Philosophy	15
Latin (for Classical A.B. Degree).....	16
***Sociology or Government	6

*Not required of non-Catholics.

**Not required for students majoring in the Division of Commerce and Finance.

***Required for all A.B. degrees and three hours in either subject area for all Business Administration, Accounting, and Economic majors.

3. All degree candidates must complete their last thirty semester hours in residence at Regis College. No transfer student will be admitted with senior standing unless he is willing to take his final thirty semester hours at Regis.

4. All candidates for any degree to be conferred in June or August must make a formal application to the Dean by the preceding November 15. All candidates for degrees in January must make application by the preceding May 15.

5. For the regular degree program, you must complete thirty semester hours of upper division courses, of which eighteen are to be in one subject in the field of concentration and twelve in related courses approved by the concentration advisor. You must also complete twelve additional upper division hours in a non-related department.

6. For the divisional major program a total of 42 semester hours of upper-division work is required. In this program the maximum number of semester hours from any given department is fifteen and the minimum number is six semester hours.

7. The completion of at least fifteen hours of credit in philosophy, which may or may not be a part of the field of concentration which must include Pl. 114, 115, 125, 155 and 180.

8. All degree candidates will be required to attend commencement exercises unless otherwise excused by the Dean.

9. All degree candidates must settle financial obligations of any nature due either the college or funds administered by the college.

10. Candidates for degrees are required to take an oral and a written comprehensive examination in their field of concentration. The scope of the material to be covered in these examinations, including departmental reading lists, is assigned by the department chairman. The faculty board of examiners is also assigned by department chairman. Dates, place and time of the examinations are assigned by the Dean. Students taking degrees with a divisional concentration may select to take comprehensives in any field which comprises the concentration.

11. Degree candidates in any field will be expected to display basic competence in the use and command of the English language.

The requirements listed above are subject to change and there is no contract to permit a student to complete any given printed curriculum or program of studies. In general, students are expected to meet the requirements stated in the bulletin for the year in which they complete their studies for a degree or certificate. However, exceptions may be made by a Head of a Division in the case of those students who have already completed that part of the program which has been changed. Requests for exceptions because of curriculum changes should be made by writing to the Head of the appropriate division.

To provide organization, intensive work and a comprehensive grasp of some one field of knowledge, you will be expected to determine your area of concentration by the close of your freshman year or, at least, by the end of your sophomore year. It

CHANGES IN REQUIREMENTS

UPPER DIVISION REQUIREMENTS

is this area or field in which you will concentrate the majority of your studies in your junior and senior years. The concentration, as explained earlier, consists of eighteen hours of upper division work in a major subject such as English, history or chemistry, plus twelve hours of upper division work in a related area and twelve hours of upper division work in a non-related area. Upper division courses passed with a grade of "D" will not be accepted in fulfillment of the concentration requirements.

DIVISIONAL MAJOR IN NATURAL SCIENCES

In order to permit a student who is interested in natural sciences to broaden the scope of his scientific knowledge, the College offers the inter-departmental major in Natural Science. Instead of the traditional major and related work, the major in Natural Sciences consists of thirty hours of advanced courses chosen from at least three of the following departments: chemistry, biology, physics, mathematics, and psychology. A minimum of six hours from one department may be credited toward this major. All courses offered for the major must be passed with a "C" grade or better. All students receiving this degree are required to take a comprehensive examination during their senior year. Besides the Major in Natural Sciences, the student must complete an unrelated minor in some non-science field.

DIVISIONAL MAJOR IN OTHER FIELDS

The same requirements hold for this divisional major as for the Natural Science major. Not more than 15 hours from any one department may be credited toward this degree and a minimum of six hours from any other divisional department. Those courses offered toward the divisional major must be passed with a grade of "C" or better. All students receiving this degree must pass successfully comprehensive examinations during their senior year. The student has the option of selecting the field of study in which he has 12 or more upper division hours for his comprehensive examination.

REQUIREMENTS FOR ACADEMIC HONORS AT COMMENCEMENT

Students with a cumulative average of 3.8 or above will be graduated Summa Cum Laude.

Those with a cumulative average of 3.5-3.7 will graduate Magna Cum Laude.

Those with a cumulative average of 3.0-3.4 will graduate Cum Laude.

TYPICAL DEGREE PROGRAMS

Bachelor of Arts — Bachelor of Science Degrees

CLASSICAL

BACHELOR OF ARTS

FRESHMAN YEAR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Latin	4	Latin	4
English 1a	3	English 1b	3
History 13a	3	History 13b	3
Greek or Modern Language	3-4	Greek or Modern Language	3-4
Physical Education 1a	4	Physical Education 1b	1
Electives	3	Theology 50	3

SOPHOMORE YEAR

Latin	4	Latin	4
Greek or Modern Language	3	Greek or Modern Language	3
Mathematics or Science	3-4	Mathematics or Science	3-4
Speech 1	2	Philosophy 114	3
English 82a	3	English 82a	3
Theology 51	3	Electives	2

JUNIOR YEAR

Philosophy 115	3	Philosophy 180	3
Major and Minor electives	9	Major and Minor electives	9
Electives	6	Electives	6

SENIOR YEAR

Philosophy 125	3	Philosophy 180	3
Major and Minor electives	9	Major and Minor electives	9
Electives	6	Electives	6

*Requirements for A.B. degree are identical except that Latin is not required.

BACHELOR OF SCIENCE IN CHEMISTRY (Professional Degree)

FRESHMAN YEAR

English 1a	3	English 1b	3
Chemistry 1a	4	Chemistry 1b	4
Mathematics 60	3	Mathematics 61	3
History 13a	3	History 13b	3
Speech 1	2	Theology 50	3
Physical Education 1a	1	Physical Education 1b	1

SOPHOMORE YEAR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
English 82a	3	English 82b	3
Chemistry 13	4	Chemistry 14	4
Physics 1a	4	Physics 1b	4
Mathematics 62	3	Mathematics 163	3
Theology 51	3	Philosophy 114	3

JUNIOR YEAR

Philosophy 115	3	Philosophy 155	3
Chemistry 140a and 142a	5	Chemistry 140b and 142b	5
German 1a	4	German 1b	4

1963-64 and odd years

Chemistry 130a	4	Chemistry 130b	4
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1962-63 and even years

Chemistry 163	3	Theology	3
Electives	3	Electives	3

SENIOR YEAR

Philosophy 125	3	Philosophy 180	3
German 3a	3	German 3b	3
Chemistry 144	3	Chemistry 150	3
Mathematics or Physics	3	Mathematics or Physics	3

1963-64 and odd years

Chemistry 130a	4	Chemistry 130b	4
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1962-63 and even years

Chemistry 163	3	Theology	3
Electives	2	Electives	3

BACHELOR OF ARTS

English, history, philosophy, sociology

FRESHMAN YEAR

English 1a	3	English 1b	3
History 13a	3	History 13b	3
Mathematics or Science	3	Mathematics or Science	3
Modern Language	4	Modern Language	4
Speech 1	2	Theology 50	3
Physical Education 1a	1	Physical Education 1b	1

SOPHOMORE YEAR

English 82a	3	English 82b	3
Sociology 2 or History 1	3	Sociology 3 or History 2	3
Modern Language	3	Modern Language	3
Theology 51	3	Philosophy 114	3
Electives	3-6	Electives	3-6

JUNIOR YEAR

Philosophy 115	3	Philosophy 155	3
Major and minor electives	12	Major and minor electives	12

SENIOR YEAR

Philosophy 125	3	Philosophy 180	3
Major and minor electives	12	Major and minor electives	12

**BACHELOR OF SCIENCE —
Natural Science Major
(Liberal Arts Degree)**

(Note: Candidates for the Bachelor of Science degree, who are also preparing for the study of medicine, should follow the specified four-year program suggested.)

FRESHMAN YEAR

English 1a	3	English 1b	3
Mathematics	3	Mathematics	3
*Science	4	*Science	4
**History 13a	3	**History 13b	3
Physical Education 1a	1	Physical Education 1b	1
Speech 1	2	Theology 50	3

SOPHOMORE YEAR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
English 82a	3	***Modern Language	4
***Modern Language	4	English 82b	3
Theology 51	3	Philosophy 114	3
Major or Minor Prerequisites	6-8	Major or Minor Prerequisites	6-8

JUNIOR YEAR

Philosophy 115	3	Philosophy 155	3
***Modern Language	3	***Modern Language	3
Major or Minor Electives	10-12	Major or Minor Electives	10-12

SENIOR YEAR

Philosophy 125	3	Philosophy 180	3
Major or Minor Electives	10-12	Theology	3
		Major or Minor Electives	7-9

*Major in chemistry, biology, or physics should register for the first year course in their respective field; mathematics majors should take physics.

**Biology majors should register for chemistry 1a and 1b in their first year instead of history 13a and 13b; the history should then be taken during the sophomore or junior year.

***German required for all Chemistry majors. Russian may be substituted.

**BACHELOR OF SCIENCE
Accounting,
Business Administration,
Economics**

FRESHMAN YEAR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Accounting 1a	3	Accounting 1b	3
Mt. 11 or equivalent	3	Mt. 70 or equivalent	3
English 1a	3	Economics 5b	3
Economics 5a	3	English 1b	3
Sociology 2 or History 1	3	Theology 50	3
Physical Education 1a	1	Physical Education 1b	1
		Speech 10	2

SOPHOMORE YEAR

Accounting 15a	3	Accounting 15b	3
Economics 5a	3	Economics 5b	3
English 82a	3	English 82b	3
History 13a	3	History 13b	3
Business Administration I	3	Philosophy 114	3
Theology 51	3		

ACCOUNTING CURRICULUM

JUNIOR YEAR

Philosophy 115	3	Philosophy 155	3
Business Administration 181a	3	Business Administration 181b	3
Accounting 111a	3	Accounting 111b	3
*Electives	6	*Electives	6

SENIOR YEAR

Philosophy 125	3	Philosophy 180	3
*Electives	12	*Electives	10

*Electives must be used to build a major in Accounting (18 hours), and a related minor in either accounting or business administration (12 hours). After satisfying these requirements other hours may be taken in unrelated areas if the student so desires.

BUSINESS ADMINISTRATION CURRICULUM

JUNIOR YEAR

Philosophy 115	3	Philosophy 155	3
Business Administration 181a	3	Business Administration 181b	3
Business Administration 191	3	*Electives	9
Economics 170	3		
*Electives	3		

SENIOR YEAR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Philosophy 125	3	Philosophy 180	3
Electives	12	Business Administration 168	3
		*Electives	9

*Electives must be used to build a major in Business Administration (18 hours), and a related minor in either Accounting or Economics (12 hours). After satisfying these requirements other hours may be taken in unrelated areas if the student so desires.

ECONOMICS CURRICULUM

JUNIOR YEAR

Philosophy 115	3	Philosophy 155	3
Economics 170	3	Economics 140	3
Economics 122	3	*Electives	9
*Electives	6		

SENIOR YEAR

Philosophy 125	3	Philosophy 180	3
Economics 134	3	*Electives	12
*Electives	9		

*Electives must be used to build a major in Economics (18 hours) and a related minor in either Accounting or Business Administration (12 hours). After satisfying these requirements other hours may be taken in unrelated areas if the student so desires.

COURSES PRELIMINARY TO PROFESSIONAL STUDIES

Students who intend to pursue professional studies after completing the required collegiate work are urged to take a course leading to a Bachelor's Degree. Schools of law, medicine and dentistry have increased their entrance requirements, so that a longer course of collegiate preparation is necessary. A Catholic professional man will need to have studied philosophy from the Catholic viewpoint. Applicants with a Bachelor's degree are preferred.

GENERAL STATEMENT

The entrance requirements for admission to curricula preparatory to professional studies are the same as those required for admission to the degree curricula.

The program outlined below includes all the recommendations of the American Association of Dental Schools and the specific requirements of the College. In the case of a few schools it exceeds the requirements. However a pre-dental student is advised that three years of college work are necessary before application for admission to Dental School is considered.

DENTISTRY

FRESHMAN YEAR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Biology 1	4	Biology 5	4
Chemistry 1a	4	Chemistry 1b	4
English 1a	3	English 1b	3
Mathematics	3	Mathematics	3
Physical Education 1a	1	Theology 50	3
		Physical Education 1b	1

SOPHOMORE YEAR

Physics 1a	4	Physics 1b	4
History 13a	3	History 13b	3
Theology 51	3	Philosophy 114	3
Chemistry 13	4	Chemistry 14	4
Speech 1	2	Philosophy 115	3

JUNIOR YEAR

Biology 110	5	Biology 101	5
Chemistry 140a	3	Chemistry 140b	3
Chemistry 142a	2	Chemistry 142b	2
Philosophy 115	3	Philosophy 125	3
Modern Language	4	Modern Language	4

SENIOR YEAR

Courses leading to a Degree are to be selected with the aid of the student's counselor.

**THE THREE-TWO
ENGINEERING
PROGRAM**

In conjunction with the College of Engineering at Marquette University and the Institute of Technology at St. Louis University, Regis College has instituted a cooperative liberal arts-engineering program designed to provide the students with the cultural background of a liberal education as well as the technical engineering training. Students in this program may receive both the arts degree and an engineering degree within five years. The first three years will be spent at Regis College, during which time the program outlined below should be followed. During this time the student must maintain a 2.5 average in his total program and not fall below a 2.5 average in his mathematical and scientific courses. Upon his successful completion of his three years at Regis, the student will transfer to Marquette University or St. Louis University for his final two years. If he continues to maintain his 2.5 average during his two years of engineering work, he will be awarded a Bachelor of Science degree by Regis College upon completion of this program. This degree will vary from the usual Regis degree in that it will have no Major field, strictly so called, but an area of concentration in Mathematics and Engineering Science. Upon the successful completion of this five-year program, he will also be awarded a degree in engineering at either Marquette or St. Louis University. Degrees in Civil, Electrical, Geophysical, Industrial and Mechanical Engineering are offered.

Entrance Requirements for the Cooperative Engineering Program: One and one-half years of Algebra; one year of Plane Geometry; one-half year of Trigonometry is recommended. The student must be in the upper half of his high school graduating class.

FRESHMAN YEAR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
Mathematics 60	3	Mathematics 61	3
Chemistry 1a	4	Chemistry 1b	4
Eg. Drawing 1	3	Descriptive Geometry 10	3
English 1a	3	English 1b	3
Theology 51	3	Philosophy 114	3
Physical Education 1a	1	Speech 1	2

SOPHOMORE YEAR

Mathematics 62	3	Mathematics 163	3
Physics 1a	4	Physics 1b	4
Modern Language	4	Modern Language	4
Philosophy 115	3	English 82b	4
English 82a	3	Physics 120	3

JUNIOR YEAR

Philosophy 125	3	Philosophy 155	3
Modern Language	3	Modern Language	3
Physics 121	3	Philosophy 180	3
Mathematics 153	3	Theology 50	3
Economics 5a	3	History 13b	3
History 13a	3		
		St. Louis University	
		Physics 110	3
		Physics 112	3
		Marquette University	
		Ba. 1	3
		Ec. 5b	3

Students who wish to take pre-engineering at Regis College, but do not wish to follow the program outlined on the previous page, should consult with their advisor for the courses proper to University to which they intend to transfer. The combined degree is possible only to those students who transfer to Marquette University or St. Louis University. Not applicable for any other school.

PRE-ENGINEERING PROGRAM

The minimum requirement for admission to medical schools is ninety semester hours of collegiate work, or a three-year program. It is better to plan for a four-year program including chemistry, physics, biology, English composition, and literature, German or French.

MEDICINE

†Minimum Subject Requirements

The credits submitted must ordinarily include the stated number of credit hours in certain specified subjects as follows:

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a. English 6 hours</p> <p>b. General Inorganic Chemistry .. 8 hours</p> <p>c. Organic Chemistry 4 hours</p> <p>d. Biology 8 hours</p> <p>e. Physics 8 hours</p> | <p>f. Additional credit in subjects
other than physical and
biological sciences, at least....12 hours</p> <p>g. Additional college credit to
total 90 semester hours.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

†Each Medical School sets its own entrance requirements. A prospective applicant should ascertain well in advance what are the requirements of the school to which he intends to apply.

FRESHMAN YEAR

First Semester	Credit Hrs.	Second Semester	Credit Hrs.
English 1a	3	English 1b	3
*Chemistry 1a	4	Chemistry 1b	4
Biology 1	4	Biology 5	4
Mathematics	3	Mathematics	3
Physical Education 1a	1	Physical Education 1b	1
(Speech 1	2)	Theology 50	3

SOPHOMORE YEAR

Chemistry 13	4	Chemistry 14	4
Physics 1a	4	Physics 1b	4
History 13a	3	History 13b	3
English 82a	3	English 82b	3
Theology 51	3	Philosophy 114	3

JUNIOR YEAR

Chemistry 140a and 142a	5	Chemistry 140b and 142b	5
Biology 110	5	Biology 101	5
Philosophy 115	3	Philosophy 125	3
German 1a	4	German 1b	4

SENIOR YEAR

Philosophy 155	3	Philosophy 180	3
German 3a	3	German 3b	3
(Speech 1	2)	Electives	10
Electives	8-10		

*Students weak in mathematics are advised to take Ch. 1a in Sophomore year, and to take History 13a in its place in Freshman year. A special examination in basic mathematics is required to prove qualifications for Chemistry 1a.

In the above schedule, requirements for entrance into Medical School may be completed at the end of three years, and if an applicant is accepted by a medical school at that time, he may then discontinue his pre-medical program. The fourth year, although optional, is strongly encouraged by most medical schools. In his fourth year the student should choose as electives those courses which will complete the major and minor of his choice. Major areas recommended include biology, chemistry, or philosophy, or a divisional major in natural science.

LAW

The requirements of law schools are not measured by a fixed standard. However, most law schools demand some preparation; preparation which may be made in a Liberal Arts college by a student following a program which leads to the degree of Bachelor of Arts. The courses leading to the A.B. degree should fit the aspiring student of law for his specialized study. It is recommended that the prospective student of law choose the curriculum offered by the Division of the Social Sciences and the Division of Philosophy. However, in certain cases it may be advantageous for some pre-legal students to follow the alternative program offered by the Division of Commerce and Finance.

LATE AFTERNOON AND EVENING CLASSES

This coeducational division of the college has been in continuous operation since shortly after World War II, although a similar program was offered for several years before it was discontinued in the 1930s. Although the Late Afternoon and Evening Division was originally located in the downtown area, it has been conducted on the campus for more than a decade.

HISTORY AND PURPOSE

It is structured to serve three general groups in the community:

- Those who wish to complete a program leading to a degree or a certificate.
- Those who seek specialized training or knowledge in order to increase their competence in their occupation or prepare themselves for a new occupation or profession.
- Those who seek general cultural courses for self development or to fulfill personal interests.

These classes are an integral part of the college program and standards of academic and professional achievement are equivalent to those of the regular day session.

In addition to the accreditations and memberships held by the college, the evening division is a member of the American Association of Evening Colleges and Universities.

ACCREDITATION

CERTIFICATES—A basic curriculum in business education is available through a program leading to a Certificate in Commerce and Finance. This requires a total of thirty-six hours or nine hours for each of four semesters. A basic cultural curriculum leading to a Certificate in General Education is also offered and requires thirty-six hours in a prescribed program of studies.

PROGRAMS AVAILABLE

ASSOCIATE DEGREES—After completing requirements for the Certificate, a student may continue working toward an Associate Degree in Business Administration, Accounting or General Education. This degree requires thirty-six additional hours.

BACHELOR DEGREE—Evening Division requirements for any of the bachelor's degrees conferred by the college are the same as for the Day Division.

Details and recommended programs for the various certificates and degrees offered through late afternoon and evening study are available on request through the Director of Evening Division.

**INSTRUCTIONAL
STAFF**

The faculty for this division is comprised of members of the regular Regis faculty complemented by other academically qualified individuals chosen for their competence in particular fields.

WHO MAY ENROLL

High school students presenting an acceptable transcript of their credits will be permitted to enroll. Persons who are at least twenty-one years of age may on individual approval by the Director of Admissions, enroll without presenting any entrance credits, provided they do not enter into a degree or certificate program. Persons transferring from an accredited college must submit an official transcript from each college attended.

VETERANS

Veterans are eligible for training. All new veteran students and veterans transferring to Regis should present Letters of Eligibility at registration. Veterans lacking letters must pay one-third tuition when registering.

**SERVICE MEN
AND WOMEN**

Regis cooperates fully with the Education Offices of Lowry Air Force Base, Fitzsimons Army Hospital, Air Force Finance Center and Buckley Air Base. Service men and women eligible for college training can contact their Education Office or Regis directly for advice and assistance.

AUDITORS

Special students who are not working for college credit may enroll with the consent of the Director for one or more courses. Such students must give evidence to the Director that they are qualified to follow the courses with profit to themselves and will in no way lower the educational level of the group. No credit is allowed for audit courses, and the cost of the course is the same whether taken for credit or as an auditor.

TUITION

Tuition for evening class is \$23.00 per semester hour, including all regular fees. As in the day division, arrangements may be made with the Business Office to defer payments over a period of time.

**SUMMER
SESSION**

Completely accredited programs are offered each summer in most of the same areas available during the regular academic year. The session normally extends from the third week in June through the third week in August.

No on campus residence or boarding facilities are offered during the summer months, however, and the student will be expected to make his own arrangements for such accommodations. Tuition will be charged at the rate of \$23.00 per semester hour.

COURSES OF INSTRUCTION

For academic administrative purposes, the College is organized into five divisions. Each division contains appropriate departments of instruction. Faculty presently assigned responsibility for administering the five divisions and sixteen departments are:

DIVISIONS AND DEPARTMENTS OF INSTRUCTION

John V. Coyne, *Head*

Accounting, Myles J. Dolan, *Acting Department Chairman*

Business Administration, Rudy Sporcich, *Department Chairman*

Economics, Kenneth Seidenstricker, *Department Chairman*

DIVISION OF
COMMERCE AND
FINANCE

Robert R. Boyle, S.J., *Head*

Classical Languages and Literature, Matthew R. Lynch, S.J.,
Department Chairman

English Language and Literature, Robert R. Boyle, S.J.,
Department Chairman

Modern Language and Literature, Lucien Pichette,
Department Chairman

DIVISION OF THE
HUMANITIES

Frederick T. Daly, S.J., *Head*

Biology, Elmer J. Trame, S.J., *Department Chairman*

Chemistry, Francis J. Ozog, *Department Chairman*

Mathematics, Frederick T. Daly, S.J., *Department Chairman*

Physics, Joseph V. Downey, S.J., *Department Chairman*

DIVISION OF
NATURAL SCIENCE
AND MATHEMATICS

Harold L. Stansell, S.J., *Head*

Education and Psychology, Glen O. Stocking, *Department Chairman*

History, Harold L. Stansell, S.J., *Department Chairman*

Sociology, Michael E. Endres, *Acting Department Chairman*

DIVISION OF
SOCIAL SCIENCES

Harry R. Klocker, S.J., *Head*

Philosophy, Harry R. Klocker, S.J., *Department Chairman*

Theology, Edward L. Maginnis, S.J., *Department Chairman*

DIVISION OF
PHILOSOPHY AND
THEOLOGY

OBJECTIVES OF LOWER DIVISION COURSES

The Lower Division Courses are numbered 1-99 and are courses intended for Freshmen and Sophomores. The objective of these courses is to furnish general education and to enable the students to lay the proper foundations and to acquire the tools, skills, and attitudes necessary for success in the Upper Division Courses which are to follow.

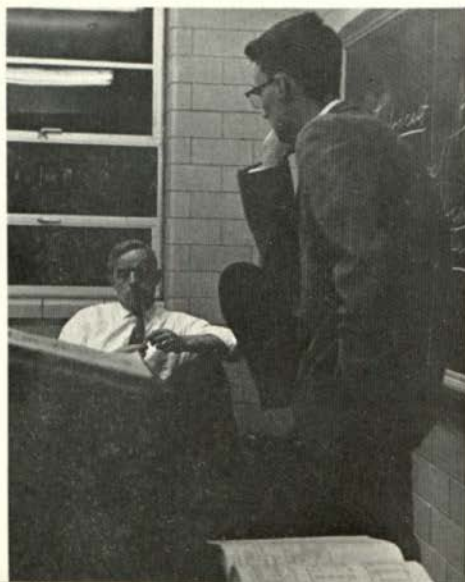
OBJECTIVES OF THE UPPER DIVISION COURSES

The Upper Division Courses are numbered 100-199 and are courses intended for Juniors and Seniors. The objectives of these courses are summarized at the beginning of each department's Courses of Instruction listed in the latter portion of this catalogue.

The whole approach, method, and content of Upper Division Courses is suited to the capacities of the more mature student. Emphasis is placed on the training which comes from self-activity, sanely independent work, thinking, penetration, and the use and organization of existing materials.

When a course with the same content is given as a two semester hour instead of a three semester hour course, a capital "A" follows the course number in the printed schedules and official transcripts; when a two semester hour course is extended to three semester hours a capital "X" follows the course number.

Unless otherwise specified, the Concentration Major will consist of 18 semester hours of upper-division work. The Concentration Minor consists of 12 hours of upper-division courses.



DIVISION OF COMMERCE AND FINANCE

John V. Coyne, head. *Associate Professor:* Fr. Wintergalen, *Assistant Professor:* Mr. Sporcich. *Instructors:* Mr. Dolan, Fr. Finucane, Fr. Murphy, Mr. Seidenstricker.

OBJECTIVES OF THE DIVISION

The Division of Commerce and Finance strives to enable the student to prepare himself vocationally, culturally, and morally to take an active and intelligent part in the execution and control of the business function in human endeavors.

In order that the training as a whole provides an education commensurate with the standing of the college, and achieves the ends of Catholic education in general, the student is required, in addition to the prescribed courses in the basic fields of business activity, to devote considerable time to the study of broad cultural subjects. Throughout the curriculum emphasis is placed on the social and ethical phases so essential to the harmonious functioning of the modern economic system.

Myles J. Dolan, *Acting Department Chairman*

The objective of the Accounting Department in its offered course is to enable the student to acquire a definite knowledge and understanding of basic accounting concepts and principles, their development and their application within our economic system, so that, at least by the end of his senior year, he will have a breadth and depth of knowledge that will best serve him in his fullest future growth in public, governmental or private accounting, in the various fields of business, and in his continuing formal and informal educational processes.

Accounting OBJECTIVE OF THE DEPARTMENT

Ac 1a, 1b, 10 and 20, Ba 1, Ec 5a and 5b and 6 semester hours in mathematics.

In addition to the formal course requirements, it is expected that the student will have demonstrated his competency in basic knowledge of accounting through at least average attainment in lower division accounting courses and through departmental examinations.

PREREQUISITES FOR CONCENTRATION MAJOR OR MINOR

THE FIELD OF CONCENTRATION

The field of concentration must include 30 credit hours of courses numbered 100 - 199, 18 hours to be given to Accounting and 12 hours to Business Administration and/or Economics. Courses must be chosen with the counsel of the concentration adviser. Specific courses required are Ac 111 a and b, and a course in statistics. The student may fulfill the requirements of statistics through the required pre-requisite of mathematics.

1a and 1b. Accounting Principles (3).

Basic accounting definitions, concepts, and theory, basic procedures in summarization and reporting; distinctions in the capital sections of individual proprietorships, partnerships, and corporations; basic analysis of financial information.

10. Intermediate Accounting (3).

A comprehensive study of accounting concepts; a comprehensive study of balance sheet classifications; corrections of errors. Prerequisite: Accounting 1b.

20. Introductory Cost Accounting (3).

Manufacturing cost determination methods, specific order costing, process costing, determination of material, direct labor, and overhead costs, departmentalization, and cost reporting. Prerequisite, Accounting 10.

111a. Advanced Accounting (3).

Special partnership problems, installment sales, consignments, home office and branch relations, corporate consolidations. Prerequisite: Accounting 10.

111b. Advanced Accounting (3).

Corporate consolidations, estates, trusts, receiverships and introduction to fund accounting and actuarial science emphasizing considerations of interest. Prerequisite: Accounting 111a.

120. Factory Cost Accounting (2).

Manufacturing cost determination methods, specific order costing, process costing, determination of material, direct labor, and overhead costs, departmentation, and cost reporting. Prerequisite: Accounting 15b.

128. Accounting Analysis and Cost Control (3).

A study of theory and principles involved in the use of accounting information for management purposes, including Statement of Funds, budgeting, and cost analysis. Prerequisite: Accounting 20.

135. Accounting Systems (2).

A study of various types of accounting systems and of the principles of system installment. Prerequisite: Accounting 20.

136a. C. P. A. Problems (2).

Problems and questions selected from actual C. P. A. examinations. A thorough drill in the methodical analysis of complex problems and in the preparation of the necessary working papers and statements required in their solutions. Prerequisite: Accounting 111b, or permission of department chairman.

136b. C. P. A. Problems (2).

Problems and questions selected from actual C. P. A. examinations to present a review of the field of Accounting, and to provide facility in problem solving. Prerequisite: Accounting 111b, or permission of department head.

140. Governmental Accounting (2).

Budgetary accounts; revenues and expenditures; accounts of the treasury; bond and sinking funds; special assessment funds; trust and agency funds; working capital funds; utility funds; property accounts; institutional accounts, reporting. Prerequisite: Accounting 20.

141. Income Tax Accounting (3).

Introductory study of income tax laws with Introductory study of income tax laws with Prerequisite: Accounting 1b.

142. Organization Income Tax Accounting (3).

A study of income tax laws in relationship to business activities and organizations. Prerequisite: Accounting 141.

145. Auditing Principles and Procedures (3).

A study of auditing principles and objectives in their relationship to auditing standards and procedures. Prerequisite: Accounting 20.

147. Advanced Accounting Theory (3).

A comprehensive study of: the development of professional accounting; the development and application of accounting concepts and postulates; the interrelationship of accounting and our economic system. Prerequisite: 18 credit hours of accounting.

150. Accounting Internship (Credit to be arranged. Max. 3 hours).

Practical problems involved in private, governmental, and public accounting. Prerequisite: Accounting major, senior standing, and permission of department chairman.

Rudy Sporcich, Department Chairman

The objective of the courses in Business Administration is to prepare students for effective service in business, and to develop in them habits of thought that make for continuing growth. Certain definite and fundamental purposes underlie instructional activities. These may be described briefly as follows: (1) To develop an appreciation and understanding of the human and material factors that make up the subject matter of business. (2) To give the students the larger knowledge, skill, and resourcefulness which constitute a professional college training for the better opportunities in business. (3) To guide students in the selection of their business careers, and to aid graduates in the pursuit of their chosen business objectives.

Business Administration 1, 3a, 3b and Accounting 1a, 1b, 10 and 20, Economics 5a and 5b, Math. 11 (or equivalent) and Math. 70 (or equivalent).

**Business
Administration**

**OBJECTIVE OF THE
DEPARTMENT**

**PREREQUISITES FOR
CONCENTRATION
MAJOR**

THE FIELD OF CONCENTRATION

The field of concentration must include 30 credit hours of courses numbered 100-199, 18 hours to be given to Business Administration (including 168, 181a, 181b, 191). Economics 170 is required, and the balance of the concentration can consist of 9 hours in Economics, or 12 hours in Accounting. Elective courses should be chosen in light of Comprehensive Examination requirements.

PREREQUISITE FOR BUSINESS ADMIN- ISTRATION MINOR

Business Administration 1, 3a and 3b, Accounting 1a and 1b, Economics 5a and 5b.

1. Organizing and Financing Business (3).

A thorough treatment of the fundamentals of business organization, management, and finance. A required course for all majors in Business Administration. Prerequisite: Accounting 1a.

110. Advertising Principles (2).

A comprehensive study of advertising methods and problems: the function of advertising; methods of market analysis; selection of media; integration of copy, illustration, type, color, and layout; the advertising problems of the manufacturer, wholesaler, and retailer.

111. Advertising Copy (2).

A study is made of the function of copy, copy appeals, and structural principles of copy. Practice is given 'in writing manufacturers', retail, and mail order copy. Market and product analysis are emphasized as the essentials of effective copy writing. Prerequisite: Ba. 110.

120. Marketing (3).

The purpose of this course is to acquaint students with distribution channels, policies, and methods in a variety of industries engaged in the marketing of consumer's goods and industrial products.

123. Principles of Retailing (3).

The organization and management of retail establishments; store location; policies, sales systems, control of inventories, personnel, store publicity and advertising, summaries for management control.

125. Principles of Salesmanship (3).

An effective course to meet the growing demand for expert training in this field. Emphasis is given to selling methods and techniques. The various types of selling and the opportunities existing in salesmanship as a profession.

127. Sales Management (3).

The purpose of this course is to give a broad view of the important phases of sales administration, planning, and execution, as applied to manufacturers and wholesalers.

130. Corporation Finance (3).

Administrative and managerial problems of financing business and industrial companies; promotion, corporate structure; sources of fixed capital; expansion; distribution of earnings; reorganization; social aspect of corporation finance.

134. Fundamentals of Investments (3).
Same as Ec. 134.

Principles underlying the making of safe investments; the need for constant supervision; investment instruments; security analysis; forecasting the market; the business cycle and investment values. Prerequisite: Ba. 1.

137. Credit and Collections (2).

Topics presented include: the nature and function of mercantile credit; sources of credit information; financial analysis; credit limits; methods of collections; and the legal aspect of credit extension.

140. Fundamentals of Insurance (3).

A practical approach to the field of insurance, including historical, social and economic influences, with a brief survey of coverages available to the average businessman.

141. Advanced Insurance (3).

A study of the various policies in Fire, Marine, Casualty, and Life Insurance to enable an insurance buyer to properly set up an adequate insurance program.

150. Principles of Transportation (3).

A study of present-day transportation—rail, water, motor, and air—both as separate services and as parts of a coordinated system; a consideration of transportation services, facilities, rates, routes, management methods, and governmental regulation.

155. Traffic Management (3).

The study of the fundamentals of freight rates, the construction of tariffs, and the procedure of rate-making. Principles and practices of industrial traffic management including the organization and operation of the traffic department, shipping documents and rate adjustment procedure.

160. Office Management (3).

A study of the functions of the various office departments and their organization; the selection and training of office personnel; office planning and layout; selection and care of office supplies, equipment and appliances; and other related problems.

162. Managing Small Business (3).

This course will emphasize fundamental factors concerned with the establishment and competent operation of small business, including—financing and sources of funds; organizing the business and establishment of policies; factors in business success; and the future outlook of small business.

165. Industrial Management (3).

An intensive survey of modern practices and techniques through which sound management principles of planning, organizing and controlling may be applied effectively to the manufacturing activities of an industrial enterprise.

166. Principles of Purchasing (3).

Activities and functional responsibilities for procuring materials and supplies for industry; planning and scheduling; decisions on price policies; research and selection of materials; sources of supply; coordination with stores and inventory controls.

168. Business Policies and Management (3).

An analysis and appraisal of the objectives and functions of a business enterprise, and a thorough basic treatment of the fundamental principles of internal business planning, organizing, and controlling. To illustrate the practical application of the principles discussed in classroom sessions, visits will be made to various Denver industrial and business houses. A required course for students majoring in Business Administration. Prerequisite: Senior standing.

170. Personnel Management (3).

The managerial implications of human relations in business; principles and practices of employee selection and training; organization and functions of a personnel department.

178. Public Administration (3).

The essential phases of government management, including personnel, fiscal, legal and public relations. Special consideration is given to the federal government to acquaint the student with the wide variety of functions in which there are career opportunities in administration.

181a. Business Law (3).

An introduction to the study of law and its administration. Topics covered include: branches of the law; the law of contracts; principal and agent; employer and employee; negotiable instruments. A required course for students majoring in Business Administration.

181b. Business Law (3).

A study of the law applicable to principal debtor and surety; insurer and insured; bailor and bailee; carriers and shippers, passengers; vendor and vendee; relation of partnership; corporation and stockholders. A required course for students majoring in Business Administration. Prerequisite: Business Administration 181a.

187. C.P.A. Law Review (2).

A concentrated review of Business Law with particular emphasis on preparation for the C.P.A. examination. Questions and cases used in past examinations are analyzed thoroughly, so that method of approach required by the examination can be acquired by the candidate. Prerequisite: Ba. 181a and 181b, or equivalent.

191. Business Reports — Types and Techniques (3).

Designed to meet the needs of business for better reports. Covers the techniques of both investigation and presentation, from the initial stages to the completed report. Includes all types of pertinent business reports from the informal letter to the formal report.

Kenneth Seidenstricker, *Department Chairman*

Economics

**OBJECTIVE
OF THE
DEPARTMENT**

The Department of Economics seeks to give the student an understanding of the factors which influence economic decision-making, so that the student may think clearly and independently about economic problems which he may face in later life, both as an individual, and as a member of society.

Courses are offered which are designed to acquaint the student with the factors most relevant to decision-making in the business firm and industry.

In addition, courses are offered which are designed to show the inter-relationships of firms, industries and the public in the national economy. Also, courses are offered which show the ways in which the various national economies influence each other in the international economy.

The Field of concentration must include 30 credit hours of courses numbered 100-199, 18 hours to be given to Economics, including Ec. 122, Ec. 108, Ec. 109, and Ec. 175. The remaining 12 hours may be in accounting, business administration, or other social sciences. Advanced students may, with the permission of the Department Chairman, apply upper division credit earned in other social sciences, up to a maximum of six hours, toward the satisfaction of their economics major requirement.

THE FIELD OF CONCENTRATION

Ec. 5a, 5b, 50, 60, Ac. 1a, 1b, and Ba. 1.

Prerequisite for Econ. Minor: Ec 5a, 5b.

PREREQUISITES FOR CONCENTRATION MAJOR

5a. Principles of Economics and Economic Problems (3).

Introduction to economic analysis; nature and motives of business enterprise; costs and prices in competitive enterprise and restricted market conditions; consumer demand within price-areas. The income-incentive for labor and for capital. Basic principles of social justice in labor relations. The claim for land-use and resource-use are noted.

5b. Principles of Economics and Economic Problems (3).

Institutional aspects of our economy manifest problems beyond simple analysis. Money, bank credit, banking, marketing of securities, short-term financing. Monetary standards and theories of money-values. Cyclical and unemployment problems. Government aids and controls in business, its fiscal programs, its social security plans, and its foreign trade are briefly treated. Prerequisite: Economics 5a.

50. Economic History of the United States (3).

A study of five great periods in our economic growth with emphasis on origins of big business and industrialism, world markets and commercialism. Economic changes with the crises of the '30s are noted, as well as vast progress with the transition from World War II controls.

60. Economic Resources (3).

With emphasis on power and fuel resources, the United States industrial output is noted in minerals, metals, metal products, chemicals, forest, and agricultural products. Our place in world-trade and in financing foreign resources. Conservation and new derivatives through research is seen; need of world-trade is appreciated.

108. Economic Theory (3).

The course is designed to give the mature student a better grasp of economic analysis with special reference to value, distribution, and social control. Attention is paid to the development of economic thought, but emphasis is placed on current trends in economic theory. Prerequisite: Economics 5a, 5b, 109.

Ec. 109 Economic Theory (3).

A continuation of Ec. 108. Emphasis is placed on macro-economic theory, particularly the determination of national income, and its aggregate constituents. The problem of economic growth is taken up, particularly with reference to distressed areas, and occupational groups, and growth impediments in a mature economy. The effects of various monetary policies and fiscal policies on general economic activity are shown. Prerequisite: Ec. 5a, 5b.

110. History of Economic Thought (3).

A study of the works and principal theories of the individuals and schools of economic thought as represented by the ancient, medieval, and modern economists in regard to rise and development of mercantilism, capitalism, socio-economic movements, interests, money, value, price, employment and distribution. Prerequisite: 5a and 5b.

122. Money and Banking (3).

A study of the nature and functions of money and credit, of monetary standards, bank currency, and credit instruments. An understanding of the variety and growth of banking functions; the control over banks through Federal Reserve regulations; the Treasury and pressures on interest rates; investment needs, and our accelerated gross national product. Prerequisite: 5a and 5b.

131. Economics of American Industry (3).

A survey of major manufacturing and servicing industries in the United States with regard to market controls, merger tendencies and pricing policies. Dominance over national consumer-areas, through innovation, prestige and taste-elicitation; industrial leaders, industrial associations and the place of small business are noted.

134. Fundamentals of Investments (3).

(Same as Ba. 134).

140. Labor Problems (3).

The American labor force and its productivity is surveyed. Need of a living wage and of healthy working conditions. Union organization and its bargaining power under modern labor law. Regulation of wages and hours. Union versus management claims; labor disputes and their conclusions. Incentives which assure good relations. Labor's security against old age, unemployment and disability. Prerequisite: 5a and 5b.

Ec. 141 Labor Legislation (3).

The historical development of labor legislation is taken up, and the character of current labor legislation is analysed. Also, the influence of labor legislation is shown on Management, Organized Labor, Non-organized Labor, and the General Public. Prerequisite: Ec. 5a, 5b.

151. Public Finance (3).

A study of public revenues, their nature and classification; theories and principles of taxation; the shifting and incidence of taxes; income, inheritance, sales, general property and business taxes; the classification, flotation, conversion, funding and redemption of public debts. Prerequisite: 5a and 5b.

152. Government and the American Economy (3).

The Government's responsibilities in safeguarding our economic life are studied with regard to management-labor problems, farm problems, monopoly control, and employment needs. The possibility of a welfare state is noted, with its tax-overload and authoritarian displacement of freedoms.

161. Business Cycles (3).

Economic fluctuations as related to progress; historical record and measurement of business cycles. Pattern of prosperity and depression. Conditions and causes of such changes. Overinvestment; capital and credit acceleration; gauging markets and price-cost relations. Keynes' multiplier and Schumpeter's innovation analysis. Monetary controls; job and output stimulation; inflation controls. Prerequisite: 5a and 5b.

165. Survey of Economic Systems (3).

A study of individualistic Capitalism with its tendency toward personal monopoly; modified Capitalism; British Socialism; Fascism; and Communism. Included are discussions of the ideological roots of atheism, humanism, religion, etc., and the historical origins of these various economic systems.

175. Economic Statistics (3).

The application of frequently used statistical tools in Economics and Business. The uses of frequency distributions, and measures of central tendency, are taken up. Major business indexes now in use are analysed, as are certain forecasting procedures.

180. Economic History of Europe (3).

A study of the economic development of Europe from ancient times, through the medieval society as represented by rural countryside, industry, commerce and financial organization and their regulation, to the present-day, modern continental development of agriculture, industry, transportation, banking and currency, labor movement, international trade relations and economic consequences of World War I and II.

185. International Economics and Policy (3).

Mercantilist, and equilibrium theories of international trade are examined, also the theory of foreign exchange and balance of payments. European recovery and international lending are treated; problems of industrialization and the shift from colonialism, foreign investment and blocked currencies are studied, as well as U. S. foreign policy. Prerequisite: 5a and 5b.



DIVISION OF THE HUMANITIES

Robert R. Boyle, S.J., head. *Professor:* Fr. Bloomer, *Associate Professors:* Mr. Bechtolt, Mr. Belton. *Assistant Professor:* Fr. Lyons. *Instructors:* Mr. Bain, Fr. Bocklage, Mr. Gribben, Fr. Lynch, Mr. Pichette, Mrs. Pichette.

OBJECTIVES OF THE DIVISION OF THE HUMANITIES

The Division of the Humanities includes the Departments of Classical Languages and Literature, English Language and Literature, Modern Languages, Speech, Art and Music. It provides courses of instruction intended primarily for the cultural development of the student through contact with the culture of the past and present, since languages and literature are held fit instruments for intellectual and moral development and should contribute to the fuller and nobler life of the individual and of society. For the liberally educated man, a study of the ancient classics is a basis for a better understanding and appreciation of western civilization, in great part their heritage. The modern literatures, especially English, are also studied in their perspectives of social, philosophical, and religious movements. Furthermore, the practical values of technical skills and basic communication, through a command of languages and their effective expression, are considered essential not only for personal enjoyment but for leadership.

FINE ARTS

Art. 10. Appreciation of Art (3).

Aesthetic principles in estimating art. The course has as its aim to develop an appreciation of art techniques and qualities as they apply in contemporary living.

Art. 110. Appreciation of Painting (3).

A general course covering the great periods of the Middle Ages, Renaissance, and modern times in Europe and America, with emphasis on relation of painting to social and religious history. Theory of drawing, composition, and design.

Art. 120. Appreciation of Architecture (3).

Detailed study of architectural achievement in ancient and modern civilizations, including the Far East, Egypt, Greece, Rome, modern Europe and America.

Art. 130. Appreciation of Sculpture (3).

The several periods of sculpture from primitive efforts, through developments and experimentation to the period of highest attainments. Illustrations from ancient Greece and Rome, Early Christian, Byzantine, Romanesque, Gothic and Modern.

Classical Languages and Literature

Matthew R. Lynch, S.J., *Department Chairman*

Courses in Greek and Latin language and literature are used to acquaint the students with ancient culture. The ancient classics, the mythology of the Greeks and Romans, and the literary influence of their philosophic systems are likewise studied and evaluated.

OBJECTIVE OF THE DEPARTMENT

GREEK

1a. Introductory Greek (4).
Grammar, syntax and vocabulary of Homer.

1b. Introductory Greek (4).
Continuation of Greek 1a.

12. Plato (3).
The Apology and Crito.

41. Homer (3).
Extensive readings from the Iliad and the Odyssey.

60. Xenophon (3).
Selections from the Anabasis and the Cyropaedia.

110. Greek Poets (3).
Selections from the Lyric and Elegiac Poets.

120. Demosthenes (3).
Phillipics.

125. Euripides (3).
The Medea and Hecuba, and reading of other plays in translation.

130. Herodotus (3).
Selections from the History of Herodotus: Books 7 and 8: The Persian Wars.

135. Thucydides (3).
Selections from Books 2 and 7.

140. Aristophanes (3).
Selections from the Clouds and the Frogs. Reading of other plays in translation.

LATIN

1a. Introductory Latin (4).
Latin vocabulary, grammar and syntax for those beginning Latin.

1b. Introductory Latin (4).
Continuation of Latin 1a.

10. Livy (4).
Selections from Book 1 and Books 21-22.

12. Virgil (4).
Selections from Books 1-6 of the Aeneid.

13. Horace (4).
Selections from the Odes and Epodes.

30. Caesar (4).
Selections from Books 1 and 3 of the Civil War.

100. Ovid (3).
Selections from the Metamorphoses and the Heroides.

110. Virgil (3).
Selections from the Eclogues and the Georgics.

120. Horace (3).
Selected Satires and Epistles.

125. Tacitus (3).
The Agricola and Germania.

135. Cicero (3).
Cicero the Philosopher: The De Senectute and De Amicitia; selections from the Tusculan Disputations.

138. Cicero (3).
Cicero the Orator: Selections from the Philippic and Verrine Orations.

140. Latin Satire (3).
Selections from the satires of Juvenal and Martial.

141. Medieval Latin (3).
Selections from Prose and Poetry of the Middle Ages.

146. Latin Poetry (3).
Selections from Propertius, Tibullus and Catullus.

English Language and Literature

Robert R. Boyle, S.J., *Department Chairman*

OBJECTIVE OF THE DEPARTMENT

The principal objective is twofold: (a) to enlarge the student's cultural development through intelligent and personal experience of some of the valuable literature of our language; (b) to guide the student to a more artistic and more effective expression of his thought and feeling. A further objective for English majors is to provide opportunity for analyzing works of major English and American writers, and to present an outline of the development of literature in the English language from Beowulf to our own day.

PREREQUISITE FOR THE CONCENTRATION MAJOR OR MINOR

English 1a, 1b, 82a, 82b.

FIELD OF CONCENTRATION

The concentration major in English consists of eighteen semester hours of upper division work, including: at least one course in Shakespeare (124, 125, 126); in American Literature (171a, 171b). All senior English majors must take the survey of English and American Literature (175).

1a. College Reading and Writing (3).

Analysis of literature in various forms; production of effective sentences and paragraphs; study of the dictionary.

1b. College Reading and Writing (3).

Further analysis of literature; production of effective sentences, paragraphs, and compositions; study of the dictionary.

82a. Great Writers (3).

Reading and analysis of *The Canterbury Tales*, four plays of Shakespeare, *Paradise Lost*.

82b. Great Writers (3).

Reading and analysis of a principal work of influential English and American writers.

106. Chaucer and Spenser (3).

The romantic tradition, political and moral allegory, and other literary interests of the 14th, 15th, and 16th centuries examined in the principal works of the two artists.

108. Dante and the Renaissance (3).

A study of the *Divine Comedy*, with consideration of its literary and theological implications.

121. Elizabethan Literature.

(Excluding Shakespeare's dramas.)

The sonnets, other poems, dramas, and prose of such writers as Sidney, Marlowe, Bacon, Jonson, Donne, Herbert, Webster.

124. The Earlier Plays of Shakespeare (3).

125. The Later Plays of Shakespeare (3).

126. Selected Plays of Shakespeare (3).

134. Seventeenth Century Literature (3).

Reading and analysis of the principal works of such writers as Milton, Herrick, Crashaw, Marvell, Pepys, Dryden.

143. Eighteenth Century Literature (3).

Reading and analysis of the principal works of such writers as Pope, Swift, Addison and Steele, Gray, Johnson, Boswell, Burns, Blake.

151. The Romantic Period (3).

Reading and analysis of the principal works of such writers as Wordsworth, Coleridge, Byron, Shelley, Keats, DeQuincey.

152. (Ed 152 En). Methods of Teaching English (3).

A summer course for teachers and prospective teachers.

155. The Victorian Period (3).

Reading and analysis of the principal works of such writers as Newman, Carlyle, Macaulay, Tennyson, Browning, Arnold, Hopkins.

156. The Prose of John Henry Newman (3).

Study of Newman's major works and consideration of their influence. For English majors, or with permission of the chairman of English Department.

157. The Poetry of Gerard Manley Hopkins (3).

A study of the major works, with consideration of their influence. For English majors, or with permission of chairman of English department.

158. The English Novel to 1850 (3) .

Reading and study of Defoe, Richardson, Fielding, Scott, Austen, The Boontes, Cooper, Hawthorne, Dickens, Thackeray and Eliot.

159. The English Novel since 1850 (3).

Reading and study of Hardy, Meredith, Conrad, Howells, James, Fitzgerald, Joyce, Lawrence, Waugh, Greene, Faulkner and Hemingway.

161. Survey of World Literature (3).

Great works which have exercised influence on English and American Literature.

163. Modern Literature (3).

(Exclusive of the novel.)

Reading and analysis of such writers as Joyce, Yeats, T. S. Eliot, J. F. Powers, Williams, Auden, Spender.

166. The Works of James Joyce (3).

Study of *Dubliners*, *Portrait*, *Stephen Hero*, *Exiles*, *Ulysses*, *Finnegans Wake*, and *poems*. For English majors only, unless with permission of the chairman of English Department.

167a. Epic and Romance (3).

The Iliad, The Odyssey, and The Aeneid read and studied (in translation) as a background for the reading of Beowulf, Sir Gawain and the Green Knight, and The Faerie Queen.

167b. Epic and Romance (3).

The Arthurian Tradition from Layamon to Tennyson. The heroic and chivalric in the works of Pope, Burns, Byron, Keats, Arnold, and Joyce.

171a. American Literature (3).

Reading and analysis of such writers as Franklin, Freneau, Irving, Bryant, Hawthorne, Poe, Emerson, Thoreau, Longfellow, Lowell.

171b. American Literature (3).

Reading and analysis of such writers as Whitman, Lanier, Dickinson, Clemens, Harris, Howells, James, Adams, Wharton, Frost, Cather, O'Neill, MacLeish, Tate, Thurber.

174. The Works of T. S. Eliot (3).

Study of the major poems, plays, prose, with a consideration of their influence.

191. Practical Criticism of Poetry (3).

192. Practical Criticism of Prose (3).

A brief survey of theories of literary criticism.

Practice in analysis and appreciation of poems and prose selections, of the contemporary and earlier periods.

194. Creative Writing (3).

Individual guidance and criticism of creative efforts in various literary forms. Only with permission of the instructor.

199. Survey for Senior English Majors (3).

Reading and study of the reading list for English majors in relation to the literary periods; writing of a research paper.

Department of Modern Languages

Lucien O. Pichette, *Department Chairman*

OBJECTIVES OF THE DEPARTMENT

The courses in modern languages are designed to attain the following objectives:

1. A reading knowledge sufficient to fulfill college requirements.
2. Accuracy of expression, written and oral, through a functional mastery of grammar and through intensive drill in the language laboratory.
3. A knowledge and appreciation of the cultural background of the language.
4. Reasonable facility in the language.



FRENCH

1a. Elementary French (4).

Thorough grounding in the essentials of grammar, oral drill, dictations, reading of elementary and intermediate texts, conversation, written exercises. Three recitations and two workshop hours.

1b. Elementary French (4).

Continuation of 1a.

3a. Intermediate French (4).

Readings from the nineteenth and twentieth centuries. Oral and written summaries, literary evaluations and criticisms. Grammar review. Three recitation and two workshop hours. Prerequisite: French 1b.

3b. Intermediate French (4).

Continuation of 3a and introduction to the novel. Conducted in French.

180a. Survey of French Literature (3).

*A general survey of French literature from the early literary documents to the eighteenth century. Conducted in French. Prerequisite: French 3b.

180b. Survey of French Literature (3).

*A general survey of French literature from the eighteenth century to the present. Conducted in French. Prerequisite: French 3b.

190a. French Classical Period (3).

*A study in the representative works of Corneille, Racine, Moliere, La Fontaine, etc. Outside readings. Conducted in French. Prerequisite: French 3b.

190b. Contemporary French Literature (3).

*A study in the representative works of Sartre, Proust, Camus, etc. Outside readings. Conducted in French. Prerequisite: French 3b.

GERMAN

1a. Elementary German (4).

An intensive course in the rudiments of grammar, translation and practice in basic conversational sentences. Three recitation and two workshop hours.

1b. Elementary German (4).

Continuation of German 1a, with emphasis on functional proficiency in the use of the language as a means of communication. Three recitation and two workshop hours.

3a. Intermediate German (4).

An intensive course in current idiomatic German. A thorough review of grammar designed to develop accuracy and proficiency

in the use of the language. Three recitation and two workshop hours. Prerequisite: German 1b.

3b. Intermediate German (4).

A continuation of German 3a. Extensive reading of prepared illustrative texts. Three recitation and two workshop hours.

10.* Scientific German (3).

PREREQUISITE GERMAN 1b or Equiv.

180a. Survey of German Literature (3).

*The chief characteristics of the various epochs in German literature. A realistic and sympathetic understanding of German thought and culture through readings of the chief works of the more important authors. Prerequisite: German 3b.

180b. Survey of German Literature (3).

*Continuation of German 180a. A presentation of the significant movements in the nineteenth and the twentieth centuries. Prerequisite: German 3b.

*Courses indicated by asterisk are given regularly every second year.

RUSSIAN

1a. Elementary Russian (4).

An intensive course in the rudiments of Russian grammar, careful drill in pronunciation, collateral reading of prepared texts of Lermontov and Pushkin. Three recitation and two workshop hours.

1b. Elementary Russian (4).

Continuation of Russian 1a. Three recitation and two workshop hours.

3a. Intermediate Russian (4).

Intensive grammar review, readings from prepared excerpts from the works of Dostoevski, Tolstoy and Turgenev. Prerequisite: Russian 1b.

3b. Intermediate Russian (4).

Continuation of Russian 3a, scientific readings included to meet needs of class. Three recitation and two workshop hours.

10b. Scientific Russian (3).

A concentrated course in translating scientific Russian. Upon demand only. Prerequisite: Russian 1b.

SPANISH

1a. Elementary Spanish (4).

Thorough grounding in the essentials of grammar, oral drill, dictations, reading of elementary and intermediate texts, conversation, written exercises. Three recitation and two workshop hours.

1b. Elementary Spanish (4).

Continuation of 1a.

3a. Intermediate Spanish (4).

Readings from the nineteenth and twentieth centuries. Oral and written summaries, literary evaluations, and criticisms. Grammar review. Three recitation and two workshop hours. Prerequisite: Spanish 1b.

3b. Intermediate Spanish (4).

Continuation of 3a. Conducted in Spanish.

180a. Survey of Spanish Literature (3).

*A general survey of Spanish literature from the early literary documents to the eighteenth century. Conducted in Spanish. Prerequisite: Spanish 3b.

180b. Survey of Spanish Literature (3).

*A general survey of Spanish literature from the eighteenth century to the present. Conducted in Spanish. Prerequisite: Spanish 3b.

190a. The New World in Spanish Literature (3).

(Northern Hemisphere.)

*A literary study of the diaries, accounts and biographies of the Spanish explorers in the New World: Columbus' *Diario de Navegacion*; Cortes' *Cartas de Relacion*; Cabeza de Vaca's *Naufragios*, etc. Conducted in Spanish. Prerequisite: Spanish 3b.

190b. The Regional and Historical Novel of South America (3).

*A study of the famous and historical novels of South America. At least one representative author from each country. Attention to regional language differences. Outside reports. Conducted in Spanish. Prerequisite: Spanish 3b.

*Courses indicated by asterisk are given every second year.

MUSIC

10. Musical Forms (2).

Listening to and analysis of the Dance from, Rondo, Fugue, Theme and Variations, Sonata Form, and modifications of those forms.

20. Study of the Symphony (2).

Listening to and analysis of characteristic symphonies of the classical, romantic, and modern periods.

103. The Concerto (2).

Listening to and analysis of characteristic concertos of the classical, romantic, and modern periods.

114. Chamber Music (2).

Listening to and analysis of characteristic chamber compositions of the classical, romantic, and modern periods.

125. The Opera (2).

Listening to and analysis of characteristic operas of the classical, romantic, and modern periods.

135. The Music of Beethoven (2).

A survey of Beethoven's music, with emphasis on the symphonies.

145. The Music of Brahms (2).

A survey of Brahms' music, with emphasis on the symphonies and concertos.

155. National Music (2).

A survey of music rooted in various national traditions, emphasizing the music of Tschai-kowski, Dvorak, Sibelius, Macdowell, Ives, Hanson, Bloch, etc.

165. Modern Music (2).

Listening to and analysis of modern works, including works of Bruckner, Mahler, Bartok, Rachmarinoff, Prokofiev, Shostakovich, Williams, Stravinsky, Taylor, etc.

It is the purpose of the courses offered in Speech to develop the student's understanding and cultural appreciation of the Speech and Theatre Arts. The program is designed to provide a balance between study of the theories and principles of communication and practical experience through classroom participation and participation in the extra-curricular programs of Forensics, Radio, and Theatre.

Speech

OBJECTIVE OF OFFERINGS

10. Fundamentals of Speech (2).

Practical training in the fundamentals of effective speaking with emphasis on the preparation and delivery of the extemporaneous speech.

12. Advanced Public Speaking (3).

The preparation and delivery of the formal speech with special emphasis on the analysis of purpose, situation, audience, and methods of delivery. (Prereq. Speech 201.)

13. Voice and Diction (2).

A study of the anatomy and physiology of the speech mechanism, Phonetics, and the principles of pronunciation related to the student's individual needs.

110. Argumentation (3).

A survey of the principles of argumentation including evidence, reasoning, and refutation as applied in Public Speaking, Discussion, and Debate.

111. Oral Interpretation (3).

The theory, principles, and techniques of the interpretation of poetry, prose, and drama with classroom presentation of readings.

112. Parliamentary Procedure (1).

A survey of parliamentary procedure with practice to cultivate skill in conducting and participating in meetings.

113. Practical Forensics (1-3).

Participation in forensic activities as a member of the Regis Debating and Oratorical Society. (Credit awarded at the discretion of the Director of Forensics.)

130. History of the Theatre (3).

A survey of theatrical history from its beginnings to 1850.

131. Contemporary Theatre (3).

A survey of modern theatrical developments from 1850 to the present.

132. Theatre Production — Acting and Directing (3).

The theory and techniques of theatre production with special emphasis on the role of the actor and director.

133. Technical Theatre (3).

The theory and techniques of modern theatre practice with special emphasis on the anatomy of the stage, scene design, and lighting.

134. Theatre Workshop (1-4).

A summer course in the theory and practice of theatrical production with actual participation in productions. (Offered in lieu of Speech 322 and 323.)

199. Special Problems in Speech (1-4).

Directed study in speech to meet the individual needs of the student. (Consent of Speech Dept.)

DIVISION OF NATURAL SCIENCE AND MATHEMATICS

Frederick T. Daly, S.J., head. *Professors:* Fr. Hecken, Mr. Levings, Fr. Trame. *Associate Professors:* Fr. Downey, Mr. Ozog. *Assistant Professors:* Mr. Edgar, Mr. Gachic, Fr. Singleton. *Instructors:* Mr. Earle, Mr. Miller, Mr. Whitaker.

The division of mathematics and science includes the departments of biology, chemistry, mathematics, and physics. The greatest consideration is given to preparing the science major for postgraduate work in one of the four departments mentioned. The courses can also be selected in a manner to fulfill all ordinary entrance requirements of professional schools.

The objective of the division is also cultural in that it aims to give a student an introduction to scientific thinking and to correct laboratory procedure and to stimulate him to inquire further into the origin of the power and beauty of nature. Some courses are designed to this end especially for the non-science major.

Biology

Elmer J. Trame, S.J., *Department Chairman*

OBJECTIVE OF THE DEPARTMENT

The purpose of the courses offered by the Department of Biology is both cultural and professional. The student in general education is offered a survey of general principles, the contribution of biology to human welfare and discussion of practical applications to human problems from selected areas of biological science. The student in a pre-medical or pre-dental program is offered a sequence of laboratory and lecture courses to adequately meet admission requirements. The student preparing for teaching or advanced study in the biological sciences is offered intensive training in laboratory procedures and a sequence of courses covering the genetic, developmental, anatomical and physiological aspect of selected forms.

PREREQUISITES FOR THE CONCENTRATION MAJOR

Biology 1, 5.

THE FIELD OF CONCENTRATION

The concentration major consists of eighteen semester hours of upper division courses to be chosen with the counsel of the student's adviser. In the case of a Natural Science Major, the selection of upper division courses is integrated with those of related departments in the Division of Natural Science and Mathematics.

1. General Biology (4).

An introduction to the study of living matter. The elements of morphology and physiology are stressed and fundamental viewpoints are emphasized. The study of the properties of protoplasm, the cell as an organism, the cell as the unit of structure in plant and animal organization is also included. Two lectures, two laboratory periods per week.

5. General Zoology (4).

A discussion of the morphological principles of the invertebrate body. The increase in complexity of the various systems is traced from a comparative viewpoint in the lectures. In the laboratory an intensive study is made of type from the Coelenterates to the Chordates. The value of the structures as basal elements of invertebrate anatomy, the principles of homology and adaptive radiation are stressed. Two lectures, two laboratory periods per week. Prerequisite: Bl. 1.

101. Comparative Vertebrate Anatomy (5).

A study of type forms from the protochordate to the mammalian inclusive. The value of the structures as basal elements of vertebrate anatomy, the principles of homology, adaptive radiation and change in the various groups are elaborated in the lectures. In the laboratory, emphasis is placed on the detailed dissection of the cat as an illustrative mammal. Three lectures, two laboratory periods per week. Prerequisites: Bl. 1, 5.

110. Vertebrate Embryology (5).

A descriptive course in vertebrate developmental anatomy. Various phases of development are treated from a comparative viewpoint in the lectures. Emphasis is placed upon chick development in the laboratory, with some studies of the pig embryo. Three lectures, two laboratory periods per week. Prerequisites: Bl. 1, 5.

120. General Physiology (5).

This course treats of the nature of the life-process, the physico-chemical factors in cellular metabolism, growth, regeneration and morphogenetic forces. This course is of value to preprofessional students and those with a major in Biology. Three lectures, quiz, two laboratory periods per week. Prerequisites: Bl. 1, 5, 101.

121. Advanced General Physiology (5).

This course is complementary to Bl. 120. The lectures are a comparative treatment of the vital processes in plant and animal systems, with special emphasis on the processes in the animal organism. In the laboratory, particular attention is given to the specialized functions of irritability, motility, and contractility. Three lectures, two laboratory periods per week. Prerequisites: Bl. 1, 5, 101.

141. Genetics (3).

A lecture course on the known facts and theories of heredity. Current research in the field of plant and animal breeding is reviewed. Lectures, three hours per week. Prerequisites: Bl. 1, 5.

143. Organic Evolution (3).

A lecture course on the recent developments in experimental biology, heredity and evolution. A review of the evolutionary theories regarding the method of evolution is stressed. Lectures, three hours per week. Prerequisites: Bl. 1, 5, 141.

151. Vertebrate Histology (5).

This course studies the morphology of the cells and tissues of selected forms. Attention is directed to the participating of the fundamental tissues in the formation of organs and systems. Training is offered in the preparation of tissues for microscopic observation. Three lectures, two laboratory periods per week. Prerequisites: Bl. 1, 5.



Chemistry

Dr. Francis J. Ozog, *Department Chairman*

OBJECTIVE OF THE DEPARTMENT

The courses offered by the Department of Chemistry are professional as well as cultural. For this reason, exactness and care in laboratory technique, as well as strict attention to the mathematical development of theory, is considered essential.

For the benefit of those students who wish to prepare themselves for more advanced work in chemistry, either in graduate school or in industry, the department offers the degree of Bachelor of Science in Chemistry. The curriculum leading to this degree embodies all courses suggested by the American Chemical Society. This is to be considered as a professional degree, and as such, something quite distinct from the degree of Bachelor of Science, wherein the student establishes a field of concentration in one of the natural sciences.

For the benefit of premedical students, and for others who wish to obtain a fairly strong background in chemistry before undertaking studies in another profession, the department offers a second curriculum — one which leads to the degree of Bachelor of Science, with a major in Chemistry. While the requirements of this degree do not demand such intensive work in chemistry as do those for the professional degree, they are, nevertheless, quite comparable to the requirements for a major in any of the other natural sciences.

The Department will recommend for entrance into graduate, medical, or other professional school only those students who shall have maintained a quality point average in the chemistry courses taken at Regis of at least 2.5 (C plus).

The Bachelor of Science in Chemistry Degree

PREREQUISITES:

Adequate preparation in high school algebra and trigonometry.

REQUIRED COURSES:

Lower Division:

Chem. 1a, 1b, 13, 14; Physics 1a, 1b.

Math. 13a and 13b or equivalent, 51, 52.

Upper Division:

Chem. 140a, 140b; 130a, 130b; 144, 163 and six additional hours of upper division mathematics and/or physics. No formal related minor is required.

(Students interested in Biochemistry may substitute an upper division course in Biology for three hours of the required courses in upper division Mathematics or Physics.)

Note: Qualifying Examinations are required at the beginning of the Junior year of all students seeking this Professional Degree. The examinations, both written and oral, cover all matter treated in General Inorganic and Analytical Chemistry, as well as a basic knowledge of the History of Chemistry. Satisfactory completion of these examinations is a requirement for continuance of the program.

The Bachelor of Science Degree

Chem. 1a, 1b, 13, 14; Math. 11; Physics 1a, 1b.

The requirements for a major in Chemistry are:

18 hours of upper division credit which includes Chem. 140a, 140b, 142a, 142b, 144, and either 135, or 130a, 130b.

The related minor must consist of at least 12 hours of upper division work in physics, biology, or mathematics.

**PREREQUISITES FOR
THE CONCENTRATION
MAJOR**

**THE FIELD OF
CONCENTRATION**

1a, 1b. General Inorganic Chemistry (4 sem. hrs. each sem.)

Three lectures, one three-hour laboratory. A study of the fundamental laws and theories of chemistry, with a thorough investigation of the properties and reactions of inorganic compounds with regard to the periodic table. Registration in Chemistry 1a permitted only to those who pass an examination in basic mathematics within the month preceding the registration.

13. Analytical Chemistry (4).

Two lectures, two three-hour laboratories. A study of chemical equilibrium and the theory and practice of qualitative analysis. Training in fundamental techniques and procedures of analysis. Prerequisite: Mt. 11 or equivalent; Ch. 1b with grade of "C" or better.

14. Quantitative Analysis (4).

Two lectures, two three-hour laboratory periods. Intensive study and training in volumetric and gravimetric techniques and procedures with emphasis on theoretical considerations. Prerequisite: Ch. 13.

48. Survey of Organic Chem. (4).

Three lectures, one three-hour laboratory. A one-semester survey of Organic Chemistry for pre-dental students. Prerequisite: Ch. 1b.

80. Techniques of Scientific Glassblowing (2).

Two laboratory periods. An introduction to the manipulation of glass; useful for industry or for research.

116. Advanced Analytical Chemistry (3).

Two lectures, a minimum of four hours laboratory. Consideration of more advanced principles of analysis. Isolation and quantitative determination of unknowns. Introduction to instrumental methods of analysis. Prerequisite: Advanced Standing.

130a, 130b. Physical Chemistry (4 hrs. each semester.)

Three lectures, one four-hour laboratory period. Quantitative study of the basic laws of chemistry. The nature of the various states of matter, thermodynamics, reaction kinetics, electrochemistry, and molecular and atomic structure. Prerequisite: Ph. 1b, and credit or registration in Ch. 14 and Mt. 62.

135. Pre-medical Physical Chemistry (3).

Three lectures. Survey of physical chemistry with emphasis on subjects of interest to pre-medical students. Prerequisite: Credit or registration in Ph. 1b and Ch. 14.

140a, 140b. Organic Chemistry (3 hours each semester).

Lectures and recitations treating the properties of the important classes of aliphatic and aromatic compounds, and the development of fundamental theories. Prerequisite: Ch. 14. Co-requisite: Ch. 142a and 142b.

142a, 142b. Organic Chemistry Laboratory (2 hours each semester).

Two three-hour laboratory periods. Laboratory exercises to accompany Ch. 140a and 140b. The preparation and purification of carbon compounds and the study of their characteristic properties. Introduction to Organic Qualitative Analysis.

144. Qualitative Organic Analysis (3).

One lecture, a minimum of six hours laboratory. The classification and identification of selected organic compounds and mixtures.

Prerequisite: Credit in Ch. 142b.

145. Organic Preparations (1-4).

One hour conference, a minimum of six hours laboratory. The preparation of selected organic compounds. Prerequisite: Registration in Ch. 142b. Credit and hours to be arranged.

150. Elements of Biochemistry (3).

Three lectures. The chemistry and physiological relations of amino acids, proteins, carbohydrates, lipids and related compounds. Prerequisite: Ch. 140b.

163. Advanced Inorganic Chemistry (3).

Three lectures. Special topics in the field of

inorganic chemistry. Includes nuclear, atomic, and molecular structure; complex ions and coordination compounds; inorganic reactions in aqueous and non-aqueous media. Prerequisite: Advanced standing.

165. Inorganic Preparations (3).

One hour conference, six hours laboratory. Laboratory synthesis of inorganic compounds. Prerequisites: Senior standing, credit or registration in Ch. 163.

190. Special Topics in (a) Inorganic Chemistry, (b) Organic Chemistry, (c) Analytical Chemistry, (d) Physical Chemistry.

Prerequisite: Consent of the Department. Content and credit to be arranged.

Engineering Drawing

(Administered by the Department of Mathematics)

1. Engineering Drawing (3).

Lettering; orthographic projection; working-drawings; graphical representations; isometric, oblique, and perspective projections; plates and tracings. Lectures and laboratory.

10. Descriptive Geometry (3).

Orthographic projection. Fundamental aux-

iliary views. Point-Line-Plane problems. Revolution. Curved lines and surfaces. Intersections and developments.

15. Surveying and Mapping (4).

Surveying computations, theory and practice. Theory, use and adjustment of instruments. A study of land surveying, field astronomy, route surveys, and topographic surveys.

16. Surveying and Mapping Problems (4).

A continuation of the preceding. Offered on demand.

Geology

(Administered by the Department of Physics)

1. Physical Geology (4).

The earth as a planet; composition of its minerals and rocks; erosion and sedimentation, meteorological agencies, igneous rocks, metamorphism, diastrophism, volcanoes and vulcanism, earthquakes, land forms. Lectures

three hours a week, laboratory one period a week, and field work.

2. Historical Geology (4).

Theories of the earth's origin, its age, the stratigraphical succession and evolution of life forms. Description of the times, rocks, land distribution, mountains, climate, life forms and economic deposits. Evidences of Early Man, theoretical questions. Laboratory one period a week and field work. Prerequisite: Geo. 1.

10. Structural Geology (4).

A study of the framework of the earth's crust and the forces that are distorting it. Emphasis is placed on the solution of problems involving various phases of structural and field geology. Lectures three hours a week, laboratory one period a week. Prerequisite: Geo. 2.

12. Introduction to Rocks and Minerals (4).

The more common rock-making minerals are studied for the purpose of recognizing and naming of rocks on the basis of their mineral composition and fabric. Lecture two hours a week, laboratory two periods a week.

Frederick T. Daly, S.J., *Department Chairman*

The objective of the department is to offer a curriculum leading to the concentration major in mathematics. The courses chosen will give a student the mathematical background necessary for various fields of science. However, since the courses are presented primarily for the group of mathematics majors, the quality of work demanded from all members of the class must be on a level with those for whom the class was intended.

Mathematics 60, 61, 62, 163.

The concentration major in mathematics consists of eighteen hours of upper division work. The related courses of the field of concentration will be chosen with the counsel of the concentration advisor.

O. Remedial Mathematics (0).

For students who are deficient in high school mathematics.

11. College Algebra (3).

This course presupposes a through knowledge of intermediate algebra. Content: logarithms, complex numbers, inequalities, the theory of quadratic equations, progressions, binomial

theorem, elementary theory of equations, determinants, partial fractions.

31. Plane Trigonometry (3).

Trigonometric functions of acute angles, the right triangle, logarithms, goniometry, the oblique triangle, graphs of trigonometric functions, trigonometric equations, inverse trigonometric functions, the exponential series. Prerequisite: Mt. 11 or its equivalent.

Mathematics

OBJECTIVE OF THE DEPARTMENT

PREREQUISITES FOR A CONCENTRATION MAJOR

THE FIELD OF CONCENTRATION

60, 61, 62. Analytic Geometry and Calculus (3 hours each semester).

Integrated course containing the main topics from analytic geometry and calculus.

70. Mathematical Statistics.

Introductory course for non - mathematics majors.

115. Determinants and Matrices (3).

Matrices, operations with matrices, determinants. System of linear equations.

121. Theory of Equations (3).

Complex numbers, polynomials and their fundamental properties, solution by radicals of cubic and quartic equations, the graph of an equation, derivatives, number of real roots, isolation of a root, solution of numerical equations, determinants, symmetric functions, discriminants.

123a, b. Introduction to Higher Algebra (3 hours each semester.)

Axiomatic treatment of basic concepts of modern algebra. Prerequisite: consent of the instructor.

125. Theory of Numbers (3).

Fundamental concepts in number theory. Theory of congruences, Fermat's Theorem. Quadratic residues and quadratic reciprocity law. Prerequisite: consent of the instructor.

130a-130b. Vector Mechanics (3 hours each sem.)

See Ph. 120a, 120b.

132. Elementary Set Theoretic Topology (3).

141. Introduction to Modern Geometry (3).

Analytic and synthetic projective geometry, affine geometry, transformation groups, topology. Prerequisite: consent of instructor.

153. Differential Equations (3).

Origin of differential equations; solution of ordinary linear differential equations in two

variables; and solutions of equations of higher order and of higher degree in two variables; applications to geometry and science. Prerequisite: Mt. 163.

154a, b. Advanced Calculus (3 each sem.)

Limits and continuity, functions of several variables, partial derivatives, and geometric applications, definite integrals, multiple integrals, line integrals, surface and space integrals. Prerequisite: Mt. 163.

155. Advanced Differential Equations (3).

Linear equations of the second order; solutions of equations by use of infinite series; applications from other fields of mathematics and physics; solution of particular equations. Prerequisite: Mt. 163.

156. Limits and Series (3).

Sequences, series, limits, continuity, converging and diverging sequences, infinite series, double series, power series, applications of power series, improper integrals, evaluation of improper integrals, Gamma functions. Prerequisite: Mt. 163.

159. Introduction to Applied Mathematics (3).

A problem course concerned with applications of differential equations. A study of the special functions arising as solutions of second order differential equations. Prerequisite: Mt. 153.

163. Introduction to Differential Equations (3).

This is a continuation of Mt. 60, 61, 62. Separable and linear differential equations and applications.

170. Introduction to Statistics (3).

The classical mathematical theory of probability, including basic concepts of probability, permutations, combinations, expected values, and the binomial, Poisson, and normal distributions. Prerequisites: Mt. 163.

Physics

Joseph V. Downey, S.J., *Department Chairman*

OBJECTIVE OF THE DEPARTMENT

While the objective of the physics department is to prepare the student for postgraduate work in physics, yet no physics major is actually conferred. Instead, we recommend that the student who prepares for postgraduate work in physics should major in math-

ematics while at Regis and take only the fundamental courses of physics which, like the mathematics, are the common requirement for any field of physics in which he may later choose to specialize.

A MINOR IS OFFERED IN PHYSICS

1a, 1b. General Physics (4 hours each semester).

Lectures and experimental demonstration in Mechanics, Sound, Light, Heat, Magnetism and Electricity. Must be preceded or accompanied by a course in plane trigonometry. 3 hours lecture, 1 hour quiz, 1 laboratory period weekly. Two semesters.

103. Heat and Thermodynamics (3).

Temperature, thermodynamic systems, work, heat, ideal gases, Carnot cycle, entropy, the second law, reversibility and irreversibility, properties of pure substances, the steam engine and the refrigerator. Prerequisite: Mt. 163.

110. Magnetism and Electricity (3).

Magnets and magnetic fields, electrostatics, potential, capacity, dielectrics. Prerequisite: Mt. 163 to be taken at least concurrently.

111, 117. Advanced Electrical Measurements (2).

A laboratory course intended to accompany and supplement Ph. 110, 116.

112a, 112b. Elementary Electronics (3 hours each semester).

Fundamentals of vacuum tubes and elementary electron circuit analyses with emphasis on the use of electronics as a tool in research and in industry. Prerequisites: Ph. 1a, 1b, Mt. 163.

114a, 114b. Electronics Lab (1).

A laboratory course designed to accompany Ph. 112a, 112b.

116. Alternating Current Circuits (3).

Alternating current measurements, steady and varying A.C. circuits and electromagnetic waves and oscillations are studied mainly from the mathematical viewpoint.

120a, 120b. Analytical Mechanics (Statics and Dynamics) (3 hours each semester).

A study of the elementary concepts of vector analysis with applications to mechanics. The course takes up the Newtonian concepts of velocity, acceleration, position, momentum, inertia, various moments, etc., using the vector notation wherever practicable. Prerequisite: Mt. 62.

130. Physical and Geometrical Optics (3).

Study of wave motion, Huygens' Principle, lenses, light sources, the eye and optical instruments, dispersion, interference, diffraction, polarized light, double refraction, origin of the spectra.

131. Advanced Optical Measurements (1).

A laboratory course to accompany Ph. 130.

180. Introduction to Atomic Physics (3).

A study of the finding of the elementary charged particles, electromagnetic radiation, waves and particles, the Hydrogen atom, atomic spectra. Prerequisite: Ph. 1a, 1b.

181. Introduction to Nuclear Physics (3).

A study of natural radioactivity, radiation measurement technique, artificial radioactivity theory of nuclear radiations, nuclear fission and chain reactions, radiation tracer technique, atomic energy.

182a, 182b. Atomic Physics Laboratory (1).

A laboratory course to accompany Ph. 180 and 181.

185. Quantum Theory (3).

A qualitative and pictorial discussion of quantum theory including a reasonably complete mathematical treatment of the harmonic oscillator, wave equations, probability, uncertainty, correlations and eigen functions. Prerequisite: Ph. 180 or equivalent and permission of the instructor.

DIVISION OF SOCIAL SCIENCES

Harold L. Stansell, S.J., head. *Assistant Professors:* Mr. Flanagan, Mr. Hall. *Instructors:* Mr. Askew, Fr. Casey, Mr. Endres, Fr. Hoewischer, Mr. Marshall, Mr. Sheehan, Mr. Stocking.

OBJECTIVE OF THE DIVISION OF THE SOCIAL SCIENCES

The Division of the Social Sciences includes the Departments of Education and Psychology, History, and Sociology. Each Department is concerned with man in his past and present environment. The Departments' aim to help the student to gain a deeper realization of how man attempted to solve his problems in the past and how, in the light of past mistakes and accomplishments, man should try to meet the problems of the present and the future. Opportunity is given the student to obtain a knowledge of human behavior, which, together with his knowledge of man in his social environment, will make it possible for him as a teacher to share in the transmission of that knowledge to future generations.

Education and Psychology

Glen O. Stocking, *Department Chairman*

OBJECTIVES

The purpose of the courses taught in the field of Education is to give the student an understanding of the philosophical and historical foundations of education as well as a knowledge of the American educational system. The separately organized teacher education program is designed to give prospective teachers principles of education based on a Christian philosophy of life. Special attention is also given to the acquisition of the knowledge of effective methods of teaching and to the requirements of university, accrediting and certification agencies.

A MINOR IN EDUCATION IS OFFERED: TEACHER TRAINING CERTIFICATION

Prerequisites: Ed. 11, 40.

The following requirements must be met:

Students must take a minimum of 20 hours in Education, including Ed. 11, 40, 148, 151, 156 and additional upper division courses to fill out the total of 20 hours. All students are encouraged

to take Ed. 132, Principles of Guidance and Counseling. Students wishing certification in Secondary Education are encouraged to take Course 113 through 122, Method Courses in the areas of their major and minor teaching field. Students wishing certification in Elementary Education are encouraged to take the Special Method Courses Ed. 101 through 110, enrollment in this series will be under the advisement of the Education Office.

11. Introduction to Education (3).

A survey of educational theory, institutions, and practice from the developmental approach. The fundamental philosophical principles of education and a critical evaluation of the objectives and trends in modern education. Teacher in-service education, community relations, school organization, practices, and financial support.

15. School Health Education (2).

School procedures that contribute to understanding, maintenance, and improvement of health of pupils; procedures, processes, and techniques in developing ability of the student to understand and guide his own health and contribute to the health of his community.

40. Educational Psychology (3).

A study of the fundamental principles of the learning processes and a practical application of these principles, laying stress upon the factors and laws which will aid in the presentation of subject matter and facilitate the acquisition of knowledge.

101-110. Special Methods of Teaching in Elementary Schools.

The practical aspects of teaching the social studies, Art, Arithmetic, Music, Language Arts, Reading, Theology, Physical Education, Languages and Science in the Elementary grades. Prerequisite: Ed. 148.

Ed. 101 through 110 were formerly classified as 149.

101. Teaching Elementary School Art (3).

102. Teaching Elementary School Social Studies (3).

103. Teaching Elementary School Arithmetic (3).

104. Teaching Elementary School Music (3).

105. Teaching Elementary School Language Arts (3).

106. Teaching Elementary School Reading (3).

107. Teaching Elementary School Theology (3).

108. Teaching Elementary School Physical Education (3).

109. Teaching Elementary School Languages (3).

110. Teaching Elementary School Science (3).

112-122. Special Methods of Teaching in Secondary Schools.

The practical aspects of teaching, dealing with the selection and organization of the content of courses usually offered in secondary schools; the psychology and special methods involved in teaching them. Prerequisite: Ed. 151.

Ed. 112 through 122 were formerly classified as 152.

112. **Teaching Secondary Physical Education (3).**
113. **Teaching Secondary School English (3).**
114. **Teaching Secondary School Social Studies (3).**
115. **Teaching Secondary School Languages (3).**
116. **Teaching Secondary School Science (3).**
117. **Teaching Secondary School Mathematics (3).**
118. **Teaching Secondary School Guidance (3).**
119. **Teaching Secondary School Theology (3).**
120. **Teaching Secondary School History (3).**
121. **Teaching Secondary School Psychology (3).**
122. **Teaching Secondary School Commercial Subjects (3).**
123. **Introduction to Psychology of Personality (3).**
132. **Principles of Counseling and Guidance (3).**

A study of the meanings, concepts and principles of guidance. The role of the educator in guidance; representative guidance practices; individual counseling; the clinical approach to student problems; directing choices of education in the school and vocation in life.

134. **Tests and Measurement (3).**
A survey of the testing movement and standardized tests in current use; a study of the merit and limitations of intelligence, achievement, prognostic and diagnostic tests; their administration, scoring, tabulation and interpretation; construction of achievement tests.
135. **Child Psychology (3).**
Ps. 135.
137. **Psychology of Adolescence (3).**
Ps. 137.
139. **Differential Psychology**
Ps. 139.
140. **High School Administration (3).**
A study of the fundamentals of school management, objectives, organization, and the procedure in the administration and

supervision of secondary schools; the relationship of superintendent, principal, teachers, parents, and students; certification of teachers; rating of teachers and teacher's efficiency; standardizing agencies; school finances, construction and equipment.

141. **Social Psychology (3).**
Ps. 141.
143. **Mental Hygiene (3).**
Ps. 143.
147. **Curriculum Development (3).**
A study of the basic principles for curriculum construction and development. An appraisal of modern techniques and trends of curriculum development.
148. **Methods in Elementary School Instruction (3).**
A general course giving an overview of elementary education, including a study of classroom procedures, discipline, measurement aids, student participation, etc.
151. **Methods of Teaching in Secondary Schools (3).**
General methods in classroom management; motivation of learning, study, and performance; methods of effective disciplinary action; the assignment and the direction of learning; skillful questioning; programs of directed study; problem-solving; selection of textbooks and classroom apparatus.
- 156S, 156E. **Observation and Practice Teaching (Credit to be arranged).**
The student is engaged in observing teaching methods and practice teaching in an elementary or accredited high school under the supervision of a critic teacher; lesson plan and required written reports; conference with critics teacher and college faculty supervisor. Prerequisite: Ed. 148, 151 and Dept. approval.
160. **Audio-Visual Teaching Aids (3).**
A survey of audio-visual materials and their use in the classroom; operation and administration of audio-visual equipment; evaluation of studies in the field.
161. **Psychology of the Gifted (3).**
Ps. 161.

162. Workshop in Audio Visual Aids (3).

Development of new techniques and materials as part of the methodology of classroom procedure. Opportunity to develop materials that may be used in teaching various subjects, regardless of content or grade level.

163. Psychology of the Mentally Retarded (3).

Ps. 13.

166. Film Seminar in Psychology and Education (1).

Ps. 166.

170. Educational Statistics (3).

The fundamentals of statistical methods in use in education; techniques used in collecting data; organization, computation, and interpretation of data; frequency distribution; measures of central tendency and dispersion; coefficient of correlation and reliability.

180. Workshop in Guidance and Counseling (3).

Consideration of practical problems of formulating, conducting and administering guidance and counseling in the school. Taught by workshop method under staff supervision.

182. Workshop in Teaching Aesthetic Values (3).

The guiding principles of teaching aesthetic values in the classroom through the media of art, music, literature, travel, architecture, dance, recreational activities and folklore. Taught by workshop method under staff supervision.

184. Workshop of Human Rights and Values (3).

Techniques in understanding a pluralistic society; the problems of intercultural relations of the civil, religious and educational communities. A deeper understanding of the obligations arising from the acceptance of democratic values.

Psychology

OBJECTIVE

The courses in psychology aim to give the student a knowledge of human behavior that will enable him better to understand the conduct of others and more wisely direct his own. The sources, motives and theoretical explanation of both normal and abnormal activities are studied by the scientific method.

A MINOR IS OFFERED IN PSYCHOLOGY

Prerequisite for upper division courses:

Ps. 50a, 50b.

40. Educational Psychology (3).

(Same as Ed. 40.)

50a, 50b. General Psychology (3 hours each semester).

The nature of organic life, consciousness, the reflexes, sensation, perception, instincts, imagination, attention, learning, retention, intelligence, origin and nature of the soul, the feelings and emotions, volition, motivation, individual differences, fatigues, personality.

111. Development of Modern Psychology (3).

A historical survey of the systems of psychology including a consideration of important contributors to the development of present day psychology.

121. Psychology of Industrial Relations (3).

A course in applied psychology. Science of human beings developed by an analysis of the mental reactions of employer and employee in the field of business and industrial relations. Deals with problems of personnel managers.

123. Introduction to Psychology of Personality (3).

Review and evaluation of current theories of personality, survey of elements in personality development, structure and dynamics.

135. Child Psychology (3).

A survey of the development of normal children from birth to adolescence, maturation and training, learning. Intellectual, moral, emotional and social development.

137. Psychology of Adolescence (3).

The subject matter of this course is the physical and mental development of the normal adolescent. The need of a sympathetic understanding of youth and its problems is consistently stressed with the view of helping the adolescent to make the best use of his specific powers and to attain to maturity, physical, intellectual and emotional.

139. Differential Psychology (3).

A survey of the origin, nature, and significance of individual and group differences.

141. Social Psychology (3).

A study of social situations and our mental reactions to them. It investigates the processes by which man acquires from experience those behavior characteristics constituting his social personality.

143. Mental Hygiene (3).

The practical science which studies the human personality in its mental deviations with a view to their prevention. It presents attitudes, ideals and principles to give stability in the conflicts of life.

145. Group Psychology (3).

Analysis of process in small groups, participative group action and distributed leadership, role playing and its place in the problem solving group, review of research in group dynamics.

149. Applied Psychology (3).

The application of psychological principles, research and findings to problems of vocational selection and guidance, work efficiency, morale, advertising, professional fields, accident prevention and other areas.

151a, 151b. Abnormal Psychology (3 hours each semester).

The course deals with abnormal types of behavior such as mental deficiency, psychoneuroses, psychoses, sleep, dreams, suggestion, hypnosis, the mental effects of drugs. Various theories that attempt an explanation of such conditions are discussed. The viewpoint is always psychological, hence the emphasis is on the causes of abnormalities and not on their cure or their prevention. Two semesters.

157. Introduction to Clinical Psychology (3).

Lectures, demonstrations and field trips designed to acquaint the undergraduate student with the various aspects of the field including theoretical consideration of methods of diagnosis and principles of psychotherapy.

161. Psychology of the Gifted (3).

Identification of the social, emotional and intellectual characteristics of the mentally gifted individual. Psychological adjustments in the home, school and community.

163. Psychology of the Mentally Retarded (3).

Identification of the social, emotional, and

intellectual characteristics of the mentally retarded individual. Psychological requirements in school, home, and community.

166. Film Seminar in Psychology and Education (1).

Viewing, discussion and evaluation of films in the fields of psychology and education.

Physical Education

The objectives in Physical Education are the promotion and development of physical fitness during college life, recreational and leisure time activities, safety skills, especially in swimming, a desirable attitude toward health and wholesome recreation, and trained leadership. Courses taught in this field are under the direction of the Dept. of Education and Psychology.

Courses in the theory of physical education, health education and skill techniques are offered to students interested in obtaining a teaching minor in physical education.

Prerequisites: Ed. 11 and 40.

Pe 102, 111, 112, plus 6 upper division semester hours required for a minor. (For Physical Education students wishing to teach on the Elementary or Secondary level refer to Regis College Education Department Bulletin.)

OBJECTIVE

TEACHER TRAINING IN PHYSICAL EDUCATION

A MINOR IS OFFERED IN PHYSICAL EDUCATION

1a, 1b. Physical Education (1 hr. each semester.)

Lectures and practical work designed to inculcate skills in sports, gymnastics and calisthenics. (Required of all Freshmen.)

101. Teaching of Individual Sports (2).

A survey type of course intended to cover all the individual sports. Covers methods of teaching each and terminates each sport with actual participation.

102. Treatment and Prevention of Athletic Injuries (2).

Emergency treatment for various types of injuries; bandaging, splinting, control of bleeding, transportation, and artificial respiration.

103. Principles of Football Coaching (2).

A theoretical course dealing with the methods of coaching, strategy, tactics, football systems, training and diet, scouting, rules interpretation, and equipment.

104. Principles of Basketball Coaching (2).

Methods of coaching offense and defense, styles of play, strategy, training and diet, rules interpretation, equipment.

105. Principles of Baseball Coaching (2).

Methods and fundamentals of the sport taught in conjunction with actual participation in varsity practices. Offered only in spring semester.

106. Principles of Track and Field Coaching (2).

How to train for track and field events; form and technique; conduct of meets; construction, use, and assembling of equipment; de-

velopment of certain types of individuals for certain events.

108. Methods of Physical Education and Recreation (2).

(Same as Education 108 or 112.)

109. Tests and Measurements in Physical Education (2).

Study, interpretation and practice in tests of strength, skill, endurance, and achievement.

111. History and Principles of Physical Education (2).

Modern developments of physical education in relation to general education; aims and objectives; history of physical education; practical considerations, programs, physical plant, and personnel.

112. Organization and Administration of Physical Education and Recreation (2).

Taught on partial seminar basis with each student carrying out a project in the field. Visiting lectures from the community as available in addition to instructor's lectures.

113. Coaching of Swimming and Diving (2).

Methods and fundamentals of swimming and diving form and techniques, origin and development of swimming, values, facilities for teaching swimming and diving, terminology, safety, conduct of meets, class organization.

114. Advanced Swimming (2).

Perfection of swimming strokes and diving.

115. Life Saving (2).

Meets qualification for life guarding under American Red Cross requirements.

History

Harold L. Stansell, S.J., *Department Chairman*

OBJECTIVE

A general acquaintance with the development of Western Christendom is considered by the Department to be a necessary part of the education of any Christian gentleman. It is the object of the upper division course to give the student a knowledge sufficient to understand the development of Western Man and to consider the modern world in the light of this development. Further, the department endeavors to define the pervading influence of history in human affairs.

History 13a, 13b, 32, 33.

Approval of the Department is required for those who have not had Hs 32 and 33 and who wish to take upper division courses in the history of the United States.

For a major in history a total of eighteen semester hours of upper division courses will be required. This work should be supported by twelve semester hours in a related field which should be chosen with the advice of the concentration adviser.

**PREREQUISITES FOR
THE CONCENTRATION
MAJOR**

**FIELD OF
CONCENTRATION**

1. Introduction to Government (3).

A general introduction to the nature of politics and government; including: natural law and the concept of power; the nature of the state and its role in society; the basic historical forms of government; the application of governmental power to the national and international scenes.

2. American Government (3).

A study of the constitutional and political system of the U. S. Constitutional origins and foundations; federalism and interlevel relations and trends; citizenship; civil rights; the instrumentalities of popular control; organization, functions, services, and administration of the national government.

13a. Survey of Western Civilization (3).

A survey course designed to acquaint the student with the roots of Western Civilization. For the sake of completeness the student reviews the history of the earliest civilizations; studies the contributions of the Greeks and Romans; and covers the period of the Middle Ages down to the Reformation.

13b. Survey of Western Civilization (3).

A continuation of Hs. 13a. Starting with the Reformation, the student becomes acquainted with the evolution of modern Europe from the period of the Religious Wars, and the Age of Absolutism through the Enlightenment, the French Revolution, and the Nineteenth Century to the antecedents of World War I.

32. History of the United States to 1865 (3).

A survey course covering the roots of American civilization, the discovery and exploration of the New World, the colonization of North America, the struggle for independence, the establishment of national government, territorial expansion, sectionalism and the slavery disputes, and the Civil War.

33. History of the United States Since 1865 (3).

A continuation of Hs. 32. The growth of America since the Civil War. Reconstruction, capital and labor, populist revolt, the

silver crusade, the American Empire, social legislation, intervention in Europe; prosperity, depression, and the New Deal; World War II.

130. The North American Colonies to 1763 (3).

Europe in the Age of Exploration; Spanish, French, British and Dutch Colonial beginnings. British Colonial development; the Puritan context and a half century of Imperial conflict between England and France. The movement west and the path to revolution.

132. The Birth of the Republic: 1763-1789 (3).

The crises of Empire: Peace of 1763; the Stamp Act Crises; the Townsend Revenue Acts; Tea and the Dissolution of the Empire. The Independence Movement; Revolution, Peace of Paris, 1783; the Critical Period of Confederation; Federalism and the constitutional Convention; Ratification.

138. The Jeffersonian Era (3).

A discussion of the early years of the Republic centering about the political career of Jefferson. This includes the administrations of Washington and Adams; the Jeffersonian Revolution; the War of 1812 and the Era of Good Feelings; the Movement of the West.

139. The Jacksonian Period 1824-1848 (3).

A study of the American scene taking particular cognizance of the Presidency of Andrew Jackson. To cover also the administration of J. Q. Adams; the election of 1828; tariff controversy and the Bank War. A general discussion of the growth of sectionalism; the careers of Clay and Calhoun; Manifest Destiny and the Mexican War.

140. Civil War and Reconstruction (3).

Intellectual and institutional background of the Civil War. The great compromises and the Kansas-Nebraska crises; the Republican Party and the emergence of Lincoln. The Irrepressible Conflict and the aftermath of political and economic reconstruction.

143. The Age of Enterprise, 1877-1912 (3).

The election of 1876; Industrialism and the Age of the Moguls. The rise of organized labor and the Populist Revolt. Democratic reform; America as a growing power; the war with Spain; the road to world power.

144. The West in American History (3).

A study of the rise of the West. Geographical factors of the westward movement; settlement of the trans-Appalachian and trans-Mississippi regions; frontier finance; transportation; society and culture; problems of governmental organization; state-making on the frontier.

145. History of Colorado (3).

Background of Colorado History. Indians, Spanish, French, and American explorations; fur traders and trappers; Pike's Peak gold rush; early mining methods and influence of mining; pioneer life; creation and organization of Colorado Territory; movement for statehood; settlement of eastern and western areas; conservation and reclamation; recent problems and tendencies.

148. The United States: 1912 to the Present (3).

The New Freedom; America as a World Power and the Versailles aftermath. The return to "normalcy;" Herbert Hoover and the Great Depression. The New Deal; World War II and the ideological conflict to the present.

160. Medieval Civilization (3).

A study of the Middle Ages with special reference to the characteristic medieval institutions, such as the Church, the Empire, Monasticism, and Feudalism. Attention is also given to the study of the unity of Christendom, the Crusades, the revival of commerce, the growth of cities, and the rise of the national monarchies.

164. Europe 1453-1517 (3).

This course provides an opportunity for a more complete understanding of Europe as it passed through the period of transition

from medieval to modern. It also offers an opportunity to study the conditions, ecclesiastical and secular, which shed light on the great religious upheaval of the sixteenth century.

166. The Protestant Revolt (3).

The causes of the disruption of the religious unity of Europe; Luther, Calvin, Henry VIII and others and their revolt from Rome; the Church's renewal from within affected chiefly by the reforming Popes and the Council of Trent with the help of the new religious orders.

168. 17th Century Europe (3).

A study of Europe in the period of adjustment to the changes brought about by the Protestant Revolt. Special reference will be made to the Thirty Years' War, the peace of Westphalia; the ascendancy of France under Louis XIV; the emergence of Prussia and Russia; British and French expansion overseas.

170. 18th Century Europe (3).

A study of the continuing struggle for Empire; the France of Louis XV; the impact of a growing Prussia; the development of benevolent despotism; the Enlightenment and its effect on religious and social life.

172. The French Revolution and Napoleon (3).

An inquiry into the causes of the French Revolution and the course of the history of France in the period of that great upheaval. Further, the work of Napoleon and his influence on the history of France will be evaluated from his accession to power to his downfall in 1815.

174. 19th Century Europe (3).

The Congress of Vienna and the settlement it made of the problems raised by Napoleon. The attempt to keep Europe conservative; the growth of Liberalism; the Revolutions of 1848; the birth of Communism; the unification of Germany and Italy; the resurgence of Imperialism.

181. Europe Since 1914 (3).

To help towards a better understanding of current problems this course is offered so the student can make an inquiry into the causes of World War I; the Treaty of Versailles; the efforts of the various European countries to adjust themselves to the changed circumstances brought on by the War.

184. History of England (3).

The history of Great Britain from 1485 to modern times. The course is offered to give the student the opportunity to acquaint himself with the way of life of a people who exercised a great influence on the history of the modern world.

186. Constitutional History of England (3).

A study of the origins of constitutional government in England from the Middle Ages to modern times; the medieval monarchy, *Magna Carta*; origins of parliamentary government; the constitutional crisis in the time of the Stuarts; the settlement of 1688 down to modern times.

187. The History of Russia (3).

The history of Russia from the coming of Rurik to the present, with special emphasis on the development of the Russian culture with a view of understanding Russia today. The Golden Horde; the age of Ivan the Terrible; Peter the Great and "Windows to the Baltic"; Russia as a European power; the French invasion; Russia in the Nineteenth Century; the Bolshevik Revolution; Stalinist Russia.

198. Historical Problems (3).

An introduction to the principles and methods used in historical research. After having learned the basic procedure and the use of tools, the student will have the opportunity to apply the principles by presenting a paper on some historical problem.

Sociology

Michael B. Endres, *Acting Department Chairman*

OBJECTIVE

The purpose of the Department of Sociology is to provide instruction for the analysis and comprehension of society and its problems. It studies social relationships not only as they are but as they should be in the light of man's nature. Sociology bears within itself its own liberal humanistic justification inasmuch as it studies man as a social being. It likewise has practical societal value in that it gives us a clearer comprehension of human relationships and of the forces at work in the social process thus enabling us to direct our efforts more effectively for the improvement of the social order. It has certain applications in such fields as social service, law, crime prevention, counseling, personnel work, and public administration. Prerequisites for the Concentration Major: Soc. 2, 3, and Mt. 11 and 70. Prerequisites for Minor: Soc. 2, 3.

FIELD OF CONCENTRATION

For a major in sociology a total of eighteen semester hours of upper division courses will be required including Soc. 100, 111 and 122. This work will be supported by a minor of twelve semester hours in a related field which should be chosen with the guidance of the concentration adviser.

2. Principles of Sociology (3).

A general introduction to the science of sociology through a consideration of the basic concepts of sociology and sociological analysis. The study of the structure and dynamics of society; of the institutions, processes, and social change and control.

3. Modern Social Problems (3).

A general survey of the problems area, including: a discussion of the etiology of the social problem, effects on the social institutions and the social processes, and possible preventatives, palliatives and solutions.

100. A System of Sociology (3).

This course gives a system of sociology as a generalizing science of social systems, culture systems, and personality in their inseparable interdependent relationships. In its structural part it analyzes the structure of social groups and institutions, of culture, and of person-

ality. In its dynamic part it studies the basic social, cultural, and personality processes, their types, interrelationship, temporal, spatial and casual uniformities. The what, how, and why to the chief structural and dynamic problems of sociology.

109. Juvenile Delinquency (3).

The constitution of delinquent behavior and of delinquent status. The study of delinquency causation and efforts of private and public agencies to rehabilitate the delinquent child and prevent delinquency.

110. Criminology (3).

The definition of crime and criminal. The study of the individual and social causes and effect of crime including: theories of crime causation, costs, apprehension and the judicial process, prevention, rehabilitation and punishment of crime.

111. History of Social and Sociological Thought (3).

A review of the history of social and sociological thought through the ages. Emphasis on outstanding social thinkers and their influence on contemporary schools. Influence of various social theories on social organizations.

115. Current Socio-Economic Problems (3).

A study of both general and special problems of our times in their social, cultural and economic setting.

122. Methods in Social Research (3).

An inquiry into the tools of the social sciences. The techniques used in sociology to study and interpret group behavior, such as case studies, questionnaires and surveys. Opportunity is given for application of these techniques in research projects of current interest.

123. Population Analysis (3).

Theory and dynamics of population growth; population pressure; migration; composition and differential fertility; analysis of theories of optimum population; economic and social aspects of our population.

127. Social Stratification (3).

The fundamental systems of social ranking. Prestige, occupation, possessions, interaction class consciousness and value orientations as determinants of social class composition. Examination of the theories and/or research of Marx, Weber, Lynd, Warner, Hollingshead, and Mills. Emphasis on the American class structure.

130. Minority Groups (3).

Cultural and ethnic minorities in the U. S.; the factors influencing their relationships with the majority; the problems of the minorities. The problems of inter-group work. Special emphasis on the problems of minorities in the Rocky Mountain Region.

141. Social Psychology (3). (Ps. 141.)

145. Group Psychology (3). (Ps. 145.)

155. Catholic Social Principles (3).

An explanation of Catholic social principles in the light of American economic life. The rights and duties of Capital, Labor, the State, the Church, in the contemporary circumstances of the American social environment.

161. Urban Sociology (3).

A survey of the metropolitan masses in terms of their natures, chief characteristics, dynamics, mutual interaction and general formative influence upon individuals and groups.

172. The Field of Social Work (3).

This is a pre-professional introductory course on the beginning, development, and present extent of professional social services. Human needs with which the social work profession is concerned; the voluntary and tax-supported services for meeting these needs; program description, principles of operation, legal foundations, finance. Income-maintenance programs and those designed to assist in personal and social adjustment.

176. Correctional Sociology (3).

A consideration of the field of corrections, past and present, in relation to changing correctional philosophy and practical in probation, parole and the institutional field, both adult and juvenile.

180. Social Origins (3).

A study of primitive societies—the marginal peoples; the pastoralists; the higher hunters. Property, marriage, the family, the place of women, and other social problems.

182. The Family (3).

A study of the sociological implications of the differences of the sexes. After ascertaining the characteristic qualities of the sexes in the physical, emotional, intellectual, and religious realms, after reviewing the divergent theories of causation of these differences, their significance in social relations is assayed. On the institutional level it is seen that the primary sociological implications of the differences of the sexes is the monogamic family.

DIVISION OF PHILOSOPHY AND THEOLOGY

Harry R. Klocker, S.J., head. *Professor Emeritus*: Bishop Sullivan. *Associate Professor*: Fr. Bonnet. *Assistant Professors*: Fr. Harris, Fr. Maginnis, Fr. Malecek. *Lecturer*: Sr. Linnenbrink.

The objective of the division is to give the student a rationally coherent explanation of being, man, human knowledge, and God in terms of the Thomistic system of philosophy. A further study of Christian revelation from the viewpoint of scientific theology provides a continued intellectual formation in the religious development of the student. The division aims ultimately at the development of a true Christian wisdom.

Philosophy

Harry R. Klocker, S.J., *Department Chairman*

OBJECTIVE

Philosophy is a science which strives to give the student a comprehensive insight into reality and an explanation of the real in terms of its ultimate causes. The courses in philosophy serve also as integrating courses in the different field of knowledge. They stimulate the talent for speculative and practical thought and lead the student to a fuller understanding of being, man, and God. The final effect is to provide the rational basis for a true Christian wisdom.

FIELD OF CONCENTRATION

The field of concentration in philosophy calls for 21 hours of upper division credit, including Philosophy 114, 115, 125, 155 and 180. There must also be at least 6 hours of upper division work in related courses which will be chosen with the advice of the concentration adviser.

PL 65 - Phil. of Man

114. Philosophy of Being (3).

The course includes a survey of the fundamental principles of Logic. It then proceeds to investigate the metaphysics of Aristotle and St. Thomas Aquinas. The nature of reality. The unity and multiplicity of Being. Principles of potency and act. Being and its analogy. Efficient and final causality. The ten predicaments; Substance and Accident; Supposit and Person.

115. Philosophy of Man (3).

A study of man leading to an understanding of his nature in terms of its intrinsic causes. Life and immanent action. The unity of man. The various powers of the soul. Cognition, sensitive and intellectual. The process of ideogenesis. Sense appetite and will. The habits. Prerequisite: PL 114.

125. Ethics (3).

The nature of morality and the good life. The distinction between moral good and moral evil. Natural and positive law. Conscience, rights and obligations. The general principles are then applied to particular and individual problems. The right to life, property and honor. The nature, rights, and obligations involved in civil and domestic society. International society. Church and State. Prerequisites: Pl. 114 and 115.

127. Ethical Problems of Today (3).

The course is a study of the sources of ethical relativism, ethical rationalism, and transcendental ethical systems. Modern problems will be analyzed by the students in a seminar type of discussion. Prerequisite: Pl. 125.

140. Epistemology (3).

The philosophy of human knowledge. The validity and objectivity of such knowledge. The relationship of human knowledge to being. The nature of truth and error, fact and certitude. The divisions of knowledge. Prerequisites: Pl. 114 and 115.

151. Philosophy of Nature (3).

The Metaphysics of corporeal being. Matter and form and the composition of essence in corporeal being. The principle of individuation, quantity, space and time. The errors of mechanism. Efficient and final causality in the material universe. Prerequisite: Pl. 114.

152. Texts of St. Thomas (3).

A special study of select texts from the *Summa Theologica*, the *Contra Gentes*, and the *De Veritate* of St. Thomas Aquinas in the Philosophy of Man, Natural Theology, and Ethics. Credit in Theology may be given for this course with permission from the head of the division. Prerequisites: Pl. 114 and 115.

155. Natural Theology (3).

The knowledge of God from pure reason. Proofs of the existence of God; the attributes of God. Character of human knowledge of God. The divine knowledge and will; providence and predestination. Prerequisites: Pl. 114 and 115.

162. History of Ancient Philosophy (3).

The course covers the period from the theorizing of the early Greek philosophers through Socrates, Plato, Aristotle, the Stoic and Epicurean systems. Plotinus exemplifies the Alexandrian movement, and St. Augustine the early Christian philosophers. Representative selections from the various philosophers of antiquity are required reading.

163. History of Modern Philosophy (3).

The outgrowth of modern philosophy from the decline of medieval philosophy is indicated. Based on selections from their writings, an explanation and critical estimate is made of such philosophers as Descartes, Locke, Hume, Hegel, Spinoza, and Kant. The influence of these philosophers on contemporary thought is stressed.

164. History of Medieval Philosophy (3).

The course traces the early development of medieval philosophy from Boethius through Duns Scotus Eriugena and Abelard. The controversy on the universals. The great medieval systems of Albert the Great, Thomas Aquinas, and Duns Scotus. St. Bonaventure and the Platonic tradition. The influence of the Arabians. William of Ockham and Nominalism. The decline of Scholasticism.

180. Thomism and Contemporary Thought (3).

A critical survey of such contemporary systems of thought as Subjectivism, Idealism, Naturalism, Pragmatism, Logical Positivism, Existentialism and Communism. These contemporary philosophies are examined from the viewpoint of their teaching on the nature of philosophy, the universe, man, human knowledge and God. Required of all seniors. Prerequisites: Pl. 114, 115 and 125.

Theology

Edward L. Maginnis, *Department Chairman*

The purpose of the Department of Theology is to introduce the college student to the truths of His Faith considered as principles of the science of theology, and to acquaint him with the methods by which scientific religious knowledge of a specifically theological character is attained. It is hoped thus to enable him to keep his religious formation on an intellectual level with his general cultural development, and to provide a firm foundation for the apostolic endeavors which are an integral part of a mature Catholic life.

50. Theological Sources and Methods, Part 1 (3).

This course, offered in the Second Semester, is normally required of all Freshman students. It is the first half of an integrated course in positive theology, in which questions taken from the whole range of theology are studied in the sources of Divine Revelation and in their historical and dogmatic development.

51. Theological Sources and Methods, Part 2 (3).

This course, offered in the first semester, is normally required of all Sophomore students, and is a continuation of Th. 50. As in the course above, questions will be chosen with a consideration for the background and capacity of the students and their pertinence to his cultural and religious formation, rather than with a view of exposing the student to the conclusions of systematic theology or selected portions thereof.

101. Problems in Dogmatic Theology (3).

This course, offered in the first semester, will be accepted as part of the student's theology requirement instead of Th. 51, in the case of those students whose proficiency warrants it. It presupposes completion of Pl. 114 and Pl. 115. Questions will be taken from the whole range of theology and treated from a speculative, as well as from a positive point of view.

120. Grace and the Sacraments (3).

This course is designed to give the students a fundamental knowledge of the nature of the Sacramental system, and of grace and its necessity for salvation. This is followed by a study of the individual sacraments, their specific functions in the Christian life, and the sacramental grace conferred by each.

140. Moral Principles and Problems (3).

In this course attention will be given chiefly to the principles which integrate moral theology with the common sources of all theology. Practical problems in moral theology will be selected as illustrations of the application of these principles. Prerequisite: Pl. 125.

150. The Mass and the Roman Rite (3).

This is a study of the Western liturgy in its historical development, showing how the prayers of the Ordinary of the Mass illustrate its sacrificial and sacramental character; how the prayers of the Proper of the Mass show forth its Hebraic roots and the shifting ascetical emphasis of Western devotion, contrasting it with examples of the Oriental liturgies, and complementing the study with

illustrations of Western liturgical art and music.

155. God in Revelation (3).

A selection of questions on the existence and nature of God as revealed, the mystery of the Blessed Trinity, and man's knowledge of God, providence, and predestination consequent upon Divine Revelation. Prerequisite: Pl. 155.

190. Contemporary Theological Literature (3).

A study of selected writings by modern and contemporary theologians, undertaken to acquaint the student with the vitality of theological speculation under the guidance of a living magisterium. Prerequisites: Pl. 114, 115, 155; Th. 101.

There are approximately 3,000 members of The National Regis Club, Regis' official alumni organization. The club maintains active chapters in Milwaukee, St. Louis, Chicago, San Francisco, Washington D.C., Los Angeles, Wichita, and Pueblo, Colo., in addition to the largest chapter in Denver itself.

The club has three basic goals: 1. To maintain a spirit of fellowship and good will among graduates; 2. To inform its members of the activities and plans of the college; 3. To assist the college in carrying out its educational programs.

The National Regis Club offers alumni the opportunity and occasion to return to the campus for social, spiritual, business and educational programs. Among those scheduled each year are the annual alumni convocation and homecoming, retreat, leadership conferences to discuss the problems of the college, opportunities to serve on the executive board through annual elections, and opportunities to represent the college at scholarship presentations, university inaugurations and civic functions in other parts of the nation.

The NRC is a self-governing organization with a board of directors elected by the membership. The board in turn elects its own officers and each chapter has an appointed president.

Among the principal functions of the organization each year is the Alumni Fund, inaugurated on an annual giving basis in 1957, it contributes more than \$100,000 to the college's development program.

Membership is open to all graduates and to all former students who attended the college for one or more years. There are no dues.

**REGIS
ALUMNI
ORGANIZATION**

GEOGRAPHICAL DISTRIBUTION

Academic Year 1961 - 62

Denver and Suburbs	392
Colorado (Excluding Denver)	62
Alabama	2
Arizona	5
California	5
Connecticut	2
Florida	1
Georgia	1
Illinois	86
Indiana	4
Iowa	27
Kansas	38
Kentucky	4
Louisiana	1
Maryland	1
Massachusetts	2
Michigan	16
Minnesota	5
Missouri	29
Montana	1
Nebraska	32
New Jersey	3
New Mexico	8
New York	12
Ohio	4
Oklahoma	12
Pennsylvania	3
South Dakota	1
Tennessee	1
Texas	7
Utah	9
Vermont	1
Wisconsin	60
Wyoming	11
Iran	1
Kenya	1
Nigeria	1
TOTAL DAY	851

SUMMARY OF ENROLLMENT

Academic Year 1961 - 62

DAY

Freshmen	288
Sophomore	259
Junior	140
Senior	111
Special	30
Sisters	23
TOTAL DAY	851

EVENING

Men	204
Women	86
TOTAL EVENING	290

SUMMER 1961

Men	49
Women	58
TOTAL SUMMER 1961	107
GRAND TOTAL ENROLLMENT	1243

DEGREE RECIPIENTS, 1961

CONFERRED JANUARY 22, 1961

The Degree of Bachelor of Arts (A.B.)

Donald H. Boeckman	John L. Gribben, <i>summa cum laude</i>
Leo H. Connell, Jr.	Richard Edmund Carosella
Thomas Joseph Remington, <i>magna cum laude</i>	

The Degree of Bachelor of Science (B.S.)

George A. Beutner	George Stephen Miller	James D. Styers
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CONFERRED MAY 29, 1961

The Degree of Bachelor of Arts With Latin (A.B. with Latin) on

Dennis Joseph Patrick Gallagher	R. Paul Horan, Jr.
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The Degree of Bachelor of Arts (A.B.) on

Morris Gordon Beddoes	Richard B. Heil
William Adair Belford	Craig A. Hibbison
Michael R. Boian	William B. Houston
Rev. Andrew M. Colletti, O.S.M.	Gerald Phillip Long
Robert J. Connelly, <i>magna cum laude</i>	Charles B. McCormick, Jr.
Donald Edward Cordova	Donald E. McKnight
John B. Foley, <i>cum laude</i>	Peter J. McLaughlin
James Paul Godfrey	Warren Thomas Murnan, <i>cum laude</i>
Charles Allen Grand	Dennis L. Norton
Arthur William Grant	Richard Joseph O'Grady
Michael J. Haley	Patrick Henry O'Neill
John Richard Hamilton, Jr.	Theodore Michael Paulbeck

John W. Scott
Thomas N. Scaglia
John T. Sharrow
Ronald L. Skoglund

Thomas Basil Stewart, Jr.
Robert E. Vescovo
James Joseph Waters, III, *cum laude*
Andrew Kenton Williams

The Degree of Bachelor of Science (B.S.) on

Thomas F. Brennan
Joseph David Buhr
Ronald Arthur Carlson
James Tice Clark
Ronald A. Distel
Paul V. Dugan
Anthony M. Dursey, *cum laude*
John Raymond Fehringer
George D. Fouret, Jr.
James C. Gottschalk
Eddie Herrera
Thomas Francis Hitzelberger
Kenneth R. Joule, *cum laude*
John P. Keller
Raymond Gerard King, *cum laude*
John H. Kossednar
Patrick W. Kosmicki
Thomas C. Landauer, *cum laude*
Terry K. LaNoue
Thomas R. Lazzeri, *cum laude*
Robert A. Lennon
Thomas A. Linnebur
George Luchetta
John L. McCoy, Jr.
Michael Joseph McCullough
L. William Marrin, Jr.
Christopher John O'Donnell

Owen Patrick O'Meara
Donald Joseph Albert, *cum laude*
John T. Alenius
Theodore Joseph Barth, *summa cum laude*
Lawrence C. Blackford
Frank E. Blatter
Blaine Lee Boyens
Daniel L. Otero
John M. Perich
Bruce W. Piper
William John Quinn
Mark E. Reinecke
Ellsworth C. Richards, Jr., *cum laude*
Michael James Roblee
John Frederick Rodgers, *cum laude*
Joseph Garrigan Ryan, Jr.
Thomas F. Schneider
Jerome Schropfer
Ralph A. Schwartz, *cum laude*
James R. Splear
Dennis E. Starbuck
Philip L. Sullivan
Clifford C. Synoground
James Brady Taylor, *cum laude*
Thomas Joseph Tracy
Michael V. Wells
Michael Ronan Williams

The Degree of Bachelor of Science in Chemistry (B.S. in Chemistry) on
James Francis Yax, *cum laude*

The Certificate in Commerce and Finance on
Irwin Harris

CONFERRED AUGUST 20, 1961

The Degree of Bachelor of Arts (A.B.)

Sr. M. Regina Boyle, O.S.F.
Brian Cathal Burns
Edward Larry Clinton
Clyde Duane Johnson
Sr. M. Lucy King, O.S.F.
Sr. Marianne Langer, O.S.F.

Michael Joseph Learned
John Edward Lyons
John Gerald Marchino
Michael Francis Mayer
Dennis J. Seitz
Sr. M. Antoinette Simons, O.S.F.

The Degree of Bachelor of Science (B.S.)

Rafael J. Almada, Jr.
Richard James Barteau
George R. Boersig
J. Maurice Boersig
Robert Ray Dietz
Louis Joseph Kosednar

Joseph F. Markey
Thomas Francis Morgan
Peter Joseph O'Neal
Derrick C. Rohlfing
Charles J. Roitz
Peter Michael Sargent

Gerald B. Theisen

The Degree of Bachelor of Science in Chemistry (B.S. in Chemistry)
Thomas E. Denny

HISTORICAL HIGHLIGHTS

- 1877—The college, then known as College of the Sacred Heart, was first established in Las Vegas, New Mexico.
- 1884—The college moved to Morrison, Colorado.
- 1887—The college was incorporated at its present location in July. Ground was broken for Main Hall on September 13.
- 1888—Classes began with 75 students on September 10 .
- 1889—The college was empowered to confer university and college degrees by an act of the State Legislature of Colorado on April 1.
- 1890—Ten degrees were awarded.
- 1911—Gymnasium completed behind Main Hall.
- 1921—On April 19, the Articles of Incorporation were amended, changing the name of the college to Regis College.
- 1922—Regis purchased an additional 40 acres of land, extending the campus to its present boundaries of Federal and Lowell boulevards on the east and west, West 50th and West 52nd avenues on the north and south, a total of ninety acres.
- 1923—Addition to Main Hall completed.
- 1927—Carroll Hall, a men's residence hall, was constructed.
- 1944—Dramatic effect of World War II on enrollment was shown by the fact Regis graduated three students .
- 1945—Coeducational Evening Division established.
- 1949—Regis accredited by North Central Association as a four-year liberal arts college.
Student Chapel completed.
- 1951—Loyola Hall, containing classrooms, offices and library, completed.
- 1957—First graduating class of more than 100 students.
- 1957—O'Connell Hall, student residence for 214 underclassmen, completed.
Student Center, containing dining hall, snack bar, student game room and lounge, and private dining room and lounge, complete.
- 1957—Renovation of other major campus buildings, extensive renovation of campus facilities, relandscaping.
- 1960—Regis College Fieldhouse completed.

JESUIT COLLEGES AND UNIVERSITIES

Alabama.....	<i>Spring Hill College, Spring Hall</i>
California.....	<i>Loyola University, Los Angeles</i> <i>Univ. of San Francisco, San Francisco</i> <i>University of Santa Clara, Santa Clara</i>
Colorado.....	<i>Regis College, Denver</i>
Connecticut.....	<i>Fairfield University, Fairfield</i>
District of Columbia.....	<i>Georgetown University, Washington</i>
Illinois.....	<i>Loyola University, Chicago</i>
Louisiana.....	<i>Loyola University, New Orleans</i>
Maryland.....	<i>Loyola College, Baltimore</i>
Massachusetts.....	<i>Boston College, Boston</i> <i>Holy Cross College, Worcester</i>
Michigan.....	<i>University of Detroit, Detroit</i>
Missouri.....	<i>Rockhurst College, Kansas City</i> <i>Saint Louis University, St. Louis</i>
Nebraska.....	<i>The Creighton University, Omaha</i>
New Jersey.....	<i>St. Peter's College, Jersey City</i>
New York.....	<i>Canisius College, Buffalo</i> <i>Fordham University, New York City</i> <i>Le Moyne College, Syracuse</i>
Ohio.....	<i>John Carroll University, Cleveland</i> <i>The Xavier University, Cincinnati</i>
Pennsylvania.....	<i>St. Joseph's College, Philadelphia</i> <i>University of Scranton, Scranton</i>
Washington.....	<i>Gonzaga University, Spokane</i> <i>Seattle University, Seattle</i>
West Virginia.....	<i>Wheeling College, Wheeling</i>
Wisconsin.....	<i>Marquette University, Milwaukee</i>

(Seminaries and High Schools are not included in this list.)

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